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ABSTRACT

Intended to enhance the quality of language arts instruction in the third grade, this curriculum guide defines objectives, lists some basic resources, and offers suggested teaching activities. The five strands covered include language and grammar, listening, speaking, reading, and writing. An articulation chart at the beginning of the guide categorizes objectives within each strand as introduction, major objective, reinforcement and extension, or continued reinforcement. The categories for each objective are arranged across grade levels for grades one through five. The rest of the guide is sectioned according to strand and lists objectives with accompanying resources, activities, and notes. Appendixes include a key to abbreviations and a bibliography of teaching aids. (HOD)

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NORMAN PUBLIC SCHOOLS

LANGUAGE ARTS
CURRICULUM GUIDE
THIRD GRADE

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August, 1981

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INTRODUCTION

This language arts curriculum guide has been prepared by members of the faculty of the Norman Public Schools to enhance the quality of language arts instruction. The guide defines objectives, lists some basic resources, and offers suggested teaching activities. The intent of the guide is to:

1. Provide teachers, beginning as well as experienced, with clearly defined learner objectives.
2. Provide continuity in the language arts program between grade levels and among schools within the district.
3. Avoid unnecessary duplication within the curriculum.
4. Supply basic resources and activities.

Improvement of instruction, however, depends primarily upon the teachers who use this guide. Teachers are urged to try the suggested activities and resources and make notations concerning the guide's strengths and weaknesses, so that it may be continuously updated.

LANGUAGE ARTS

ARTICULATION CHART

I = Introduction
M = Major Objective
R = Reinforcement & Extension
r = Continued Reinforcement
(Review/use)

OBJECTIVE	GRADE LEVEL 1	2	3	4	5
Strand I: Language and Grammar					
The student....					
1. Listens and looks for words that rhyme with each other	I	M	R	r	r
2. Uses oral and written language to express thoughts	I	M	M	M	M
3. Distinguishes between a word, a word-part, or a group of words	I	M	R	r	r
4. Recognizes that words are symbols	I/M	R	r	r	r
5. Recognizes that people give meaning to words and can add meaning to existing words			I	M	R
6. Uses a dictionary definition to understand the meaning of a word		I	M	R	r
7. Recognizes that different words may be used to symbolize the same object or idea (e.g., sofa, couch)		I	M	R	r
8. Can expand a sentence by adding words or groups of words			I	M	R
9. Can reduce a sentence by removing words or groups of words				I	M
10. Recognizes that a word's position in a sentence may indicate its function					I
11. Identifies some methods by which words have been added to the language (e.g., compounding, affixes, borrowing from other languages, acronyms, etc.)					I

LANGUAGE ARTS

ARTICULATION CHART

PAGE 2

I = Introduction
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(Review/use)

GRADE LEVEL

	OBJECTIVE	1	2	3	4	5
12.	Examines the processes by which meanings of words are changed (e.g., misuse, association, etc.)					I
13.	Distinguishes between the purposes of messages (selling and informing)			I	M	R
14.	Distinguishes between fact and opinion			I	M	R
15.	Recognizes that spoken English is usually more informal than written English				I	I
16.	Recognizes simple subject in sentences with natural order		I	M	R	r
17.	Recognizes simple subject in sentences with inverted order					I
18.	Recognizes simple predicate in sentences with natural order		I	M	R	r
19.	Recognizes simple predicate in sentences with inverted order					I
20.	Separates a sentence into its two main parts (complete subject and complete predicate).			I	M	R
21.	Identifies a statement		I	M	R	r
22.	Identifies a question		I	M	R	r
23.	Identifies a command			I	M	R
24.	Identifies an exclamation			I	M	R
25.	Distinguishes between a complete simple sentence and a sentence fragment				I	I
26.	Recognizes a compound sentence				I	M

LANGUAGE ARTS

ARTICULATION CHART

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(Review/use)

GRADE LEVEL

OBJECTIVE	1	2	3	4	5
27. Recognizes a prepositional phrase					I
28. Provides a definition of a noun, and identifies common nouns in sentences		I	M	R	r
29. Identifies proper nouns in sentences			I	M	R
30. Provides a definition and identifies a pronoun			I	M	R
31. Identifies personal pronouns			I	M	R
32. Identifies number (singular or plural) of a pronoun			I	M	R
33. Uses pronoun number in agreement with antecedent				I	M
34. Forms possessive case of nouns and pronouns:					
a. singular not ending in s			I	M	R
b. singular ending in s					I
c. plural not ending in s			I	M	R
d. plural ending in s					I
35. Recognizes and defines a verb		I	M	R	r
36. Recognizes helping verbs			I	M	R
37. Identifies present tense			I	M	R
38. Identifies past tense			I	M	R
39. Identifies future tense			I	M	R
40. Uses verb number in agreement with subject			I	M	R

LANGUAGE ARTS

ARTICULATION CHART

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(Review/use)

OBJECTIVE	GRADE LEVEL 1	2	3	4	5
41. Identifies contractions and their component words		I	M	R	r
42. Uses proper subject-verb agreement with contractions			I	M	R
43. Identifies and defines an adjective			I	M	R
44. Recognizes articles and determiners			I	M	R
45. Identifies and defines an adverb				I	M
46. Provides a definition of a conjunction, and identifies coordinating conjunctions in sentences				I	M
47. Provides a definition of an interjection, and recognizes interjections in sentences				I	M
48. Uses the period:					
a. as the closing for declarative and imperative sentences	I	M	R	r	r
b. at the end of abbreviations	I	M	R	r	r
c. after initials	I	M	R	r	r
49. Uses the question mark to close interrogative sentences	I	M	R	r	r
50. Uses the exclamation point to close exclamatory sentences			I	M	R

LANGUAGE ARTS

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(Review/use)

GRADE LEVEL

OBJECTIVE	1	2	3	4	5
51. Uses the comma to set off or separate:					
a. words or phrases of direct address			I	M	R
b. city and state		I	M	R	r
c. various parts of a date		I	M	R	r
d. direct quotations				I	M
e. salutation and closing of a friendly letter			I	M	R
f. introductory words and phrases					I
g. items in a series			I	M	R
h. compound sentences				I	M
52. Uses the colon to show hours and minutes numerically		I	M	R	r
53. Recognizes the need for quotation marks in short direct quotations (unbroken)			I	M	R
54. Recognizes the need for quotation marks with titles of short stories (short works)			I	M	R
55. Recognizes the need for the apostrophe with possessive case of nouns			I	M	R
56. Uses the apostrophe to indicate omitted letters in a contraction		I	M	R	r
57. Underlines titles of books (longer works)			I	M	R

LANGUAGE ARTS

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(Review/use)

GRADE LEVEL

OBJECTIVE	1	2	3	4	5
58. Capitalizes:					
a. persons, days of the week, and months of the year	I	M	R	r	r
b. countries, nationalities, races, languages, and geographic and place names			I	M	r
c. special organizations, special buildings, structures, ships, airplanes, and trains				I	M
d. brand or trade names, not products					I
e. holidays, initials and abbreviations of titles, and titles of honor or respect that precede a proper name or are used alone in place of the name of a specific individual		I	M	R	r
f. beginning of a sentence	I	M	R	r	r
g. greeting and closing of a letter			I	M	R
h. titles of stories, poems, and books		I	I	M	R
i. names of religions				I	M
j. definitive areas but not directions					I

LANGUAGE ARTS

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GRADE LEVEL

OBJECTIVE	1	2	3	4	5
Strand II: Listening					
The student...					
1. Identifies various types and sources of sounds that we listen to in everyday life (e.g., other people, nature, audiovisual media, etc.)	R	r	r	r	r
2. Listens for information, for entertainment or pleasure, for understanding, and for safety	M	R	r	r	r
3. Demonstrates understanding of directions, announcements, and introductions (attentive listening)	I	M	R	r	r
4. Follows oral directions	M	M	M	M	M
5. Listens and responds appropriately to other speakers in both formal and informal situations	I	M	R	r	r
6. Listens to get main ideas	I	M	R	r	r
7. Listens to get supporting details		I	M	R	r
8. Listens to obtain information which can be repeated or paraphrased			I	M	R
9. Distinguishes between statements of fact and statements of opinion			I	M	R
10. Uses contextual clues to determine the meanings of words			I	M	R

LANGUAGE ARTS

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(Review/use)

GRADE LEVEL

OBJECTIVE	1	2	3	4	5
Strand III: Speaking					
The student...					
1. Responds orally to questions from teachers and peers in the classroom situation	M	R	r	r	r
2. Demonstrates proficiency in the mechanics of speech through:					
a. enunciation of speech sounds	I	M	R	r	r
b. stress and pitch				I	M
c. volume	I	M	R	r	r
d. rate	I	M	R	r	r
3. Gives oral reports			I	M	R
4. Selects an appropriate topic for a report			I	M	R
5. Expresses ideas and opinions in group discussion	I	M	R	R	R
6. Limits remarks to the purpose of the discussion	I	M	M	M	M
7. Maintains eye contact with an audience				I	M
8. Allows others to finish speaking before beginning to speak in a conversation or discussion	I	M	M	M	M
9. Uses the telephone courteously for social and practical purposes	I	M	R	r	r
10. Words questions so that the answer sought is the information received		I	M	R	r

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(Review/use)

GRADE LEVEL

OBJECTIVE	1	2	3	4	5
Strand IV: Reading					
The student...					
1. Recognizes that printed words represent spoken language	M	R	r	r	r
2. Develops auditory discrimination by:					
a. differentiating among the basic sounds of speech and associating these sounds with their corresponding symbols	M	R	r	r	r
b. recognizing similarities and differences in sounds within words (initial, medial, final positions)	M	R	r	r	r
c. identifying and formulating rhyming sounds	I	M	R	r	r
3. Uses word-attack skills to decode words:					
a. recognizes basic words by sight (different words at different levels)	M	R	r	r	r
b. uses phonetic analysis to:					
1. recognize initial, medial and final consonant letters	M	R	r	r	r
2. recognize long and short vowels	M	R	r	r	r
3. recognize consonant blends and consonant digraphs	M	R	r	r	r
4. recognize vowel controllers (silent e, r, etc.)	M	R	r	r	r
5. recognize vowel digraphs	M	R	r	r	r

LANGUAGE ARTS

ARTICULATION CHART

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(Review/use)

GRADE LEVEL

OBJECTIVE	1	2	3	4	5
6. recognize diphthongs	M	R	r	r	r
7. recognize the schwa vowel			I	M	R
4. Develops visual discrimination by:					
a. recognizing similarities and differences in pictures and shapes	M	R	r	r	r
b. discerning differences in size and shape of letters and words	M	R	r	r	r
5. Develops left-to-right visual patterns	M	R	r	r	r
6. Uses structural analysis to:					
a. recognize and identify the meanings of root words	I	M	R	r	r
b. recognize inflectional forms and their influence on words to which they become attached:					
1. inflections that indicate number (s, es)	I	M	R	r	r
2. inflections that indicate simple tense (s, ed, ing)	I	M	R	r	r
3. possessive inflections ('s,s')(See Language and Grammar objective #34)					
4. inflections that indicate comparison of adjectives and adverbs (er,est)		I	M	R	r
7. Recognizes and identifies meanings of common prefixes and suffixes		I	M	R	r
8. Identifies the number of syllables in word	I	M	R	r	r

LANGUAGE ARTS

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	OBJECTIVE	GRADE LEVEL 1	2	3	4	5
9.	Divides words into syllables	I	I	I	M	R
10.	Recognizes and formulates compound words	I	M	R	r	r
11.	Identifies the meanings of contractions	I	I	M	R	r
12.	Identifies the meanings of common abbreviations	I	I	M	R	r
13.	Uses context clues to determine the meanings of new words:					
	a. clues of definition			I	M	R
	b. clues of restatement, such as appositives		I	M	R	r
	c. clues of contrast and comparison			I	M	R
	d. descriptive words or phrases that imply the meaning of a specific word		I	M	R	r
	e. picture clues	M	R	r	r	r
14.	Uses a dictionary to determine meaning and pronunciation of new words:					
	a. knows the alphabet sequence sufficiently to find words easily			I	M	R
	b. identifies guide words and understands how to use them to find a word			I	M	R
	c. identifies boldface entry words and recognizes that they are divided into syllables in most dictionaries			I	M	R
	d. uses the pronunciation key or guide of a specific dictionary				I	M
	e. selects appropriate definitions and/or synonyms and antonyms from a dictionary entry				I	M

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OBJECTIVE	GRADE LEVEL				
	1	2	3	4	5
f. identifies parts of speech labels in a dictionary entry				I	M
15. Understands synonyms and antonyms		I	M	R	r
16. Understands homonyms			I	M	R
17. Recognizes that sentences are put together in paragraphs for specific purposes				I	M
18. Can express the meaning of a paragraph in his/her own words				I	M
19. Uses capitalization and end punctuation as a guide to meaning	I	M	R	r	r
20. Uses internal punctuation as a guide to meaning			I	M	R
21. Understands the literal meaning of a passage:					
a. recognizes and recalls details explicitly stated in a selection	I	M	R	r	r
b. recognizes the order of incidents, events, or ideas explicitly stated in a selection			I	M	R
c. recognizes an explicit statement of a main idea			I	M	R
d. recognizes or recalls statments of character traits explicitly stated in a selection			I	M	R
e. recognizes and/or recalls comparisons among characters, times in history, places, or ideas that are stated in a selection					I
f. recognizes and/or recalls cause and effect relationships explicitly stated in a selection					I

LANGUAGE ARTS

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(Review/use)

GRADE LEVEL

OBJECTIVE	1	2	3	4	5
22. Draws inferences from reading by predicting outcomes and/or interpreting feelings of characters			I	M	R
23. Differentiates between reality and fantasy	I	M	R	r	r
24. Reads silently		I	M	R	r
25. Reads aloud in a manner that communicates meaning.			I	M	R
26. Alters the method of reading in relation to the type of materials and purposes for reading.				I	M
27. Uses study skills to meet the requirements of school work:					
a. uses parts of books, table of contents, glossaries, index, subtitles, etc.		I	M	R	r
b. follows written directions		I	I	M	R
c. uses introductory outlining skills				I	M
d. takes written notes					I
e. uses reading skills needed for preparing a report				I	M
f. uses print clues, such as italics, underscoring, color coding, etc.				I	M

LANGUAGE ARTS

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GRADE LEVEL

	OBJECTIVE	1	2	3	4	5
28.	Uses specialized reading skills needed for the various subject areas:					
	a. understands specific meanings of words in the various content areas			I	M	R
	b. can read charts, maps, graphs, tables, and diagrams			I	M	R
	c. can interpret pictures		I	M	R	r
29.	Locates specific materials in the library			I	M	R
30.	Uses supplementary references such as encyclopedias and dictionaries		I	I	M	R
31.	Organizes materials read by classifying or summarizing					I
32.	Makes critical judgements about material read:					
	a. distinguishes between fictional and nonfictional reading selections			I	M	R
	b. recognizes an author's apparent and/or hidden purpose					I
	c. judges the worth of material read (e.g., author's purpose and audience, literary standard, personal preference)					I
33.	Identifies with characters and events portrayed by authors.	I	M	R	r	r
34.	Discusses behaviors, traits, and relationships of characters			I	M	R
35.	Identifies or infers main ideas, conclusion, and themes from literature				I	M

LANGUAGE ARTS

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(Review/use)

GRADE LEVEL

	OBJECTIVE	1	2	3	4	5
36.	Identifies the plot in a literary selection.					I
37.	Recognizes when the author's background influences the content					I
38.	Examines the effect of setting in a story, play, or film				I	M
39.	Uses the library independently for recreational reading			I	M	R
40.	Examines the contributions of various ethnic groups to the literary heritage of America					I
41.	Distinguishes between fact and opinion			I	M	R

LANGUAGE ARTS

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	GRADE LEVEL				
OBJECTIVE	1	2	3	4	5
Strand V: Writing					
The student...					
1. Recognizes that the written words are graphic symbols for spoken words	M	R	r	r	r
2. Develops handwriting skills:					
a. uses manuscript	M	R			
b. uses cursive writing			I/M	R	r
c. prints neatly, legibly, and with moderate speed	M	R	r	r	r
d. uses left-to-right progression	M	R	r	r	r
e. uses simple punctuation marks	I	M	R	r	r
f. employs appropriate formation, size, slant, alignment, and spacing in cursive			I/M	R	r
3. Uses proper capitalization in writing (See Language and Grammar Objective #58)					
4. Uses correct punctuation in writing (See Language and Grammar Objective #14)					
5. Writes a letter using date, greeting, body, closing, and signature, and addresses envelopes correctly			I	M	R
6. Spells a prescribed set or series of words correctly.	M	M	M	M	M
7. Proofreads and corrects				I	I

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		GRADE LEVEL				
	OBJECTIVE	1	2	3	4	5
8.	Uses descriptive words and phrases				I	M
9.	Writes a complete simple sentence	I	M	R	r	r
10.	Writes a story using simple sentences in a sequence.			I	M	R
11.	Writes a story having a beginning, a middle, and an end.				I	M
12.	Combines short, choppy sentences by compounding subjects and verbs					I
13.	Uses a variety of sentence patterns in writing (S-V, S-V-C, S-V-O, expletive sentence, etc.)				I	M
14.	Combines two or more sentences into a compound sentence				I	M
15.	Writes words that work together in meaningful thought units (clauses and phrases) within a sentence					I
16.	Varies sentences by adding and rearranging words and phrases					I
17.	Expands the meaning of sentences through the use of words and phrases in a series					I
18.	Writes paragraphs with a logical sequence				I	M
19.	Writes simple poetry with or without rhyme		I	I	M	R
20.	Writes a summary					I

LANGUAGE ARTS

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(Review/use)

GRADE LEVEL

OBJECTIVE	1	2	3	4	5
21. Gathers information from a variety of sources (print, nonprint and/or human) on specific topics and organizes the information into a written report					I
22. Separates run-on sentences and lengthy compound sentences					I
23. Writes from dictation		I	M	R	r

STRAND I

LANGUAGE AND GRAMMAR

OBJECTIVE	RESOURCES
1. Listens and looks for words that rhyme with each other. (R)	1.1. Forte, Imogene and MacKenzie, Joy, Kid's Stuff. Nashville: Incentive Publications, 1969. p. 36. 1.2. Hurst, Carol, "Textbook Plus," Early Years, (May 1979-80) p. 35. LIBRARY RESOURCES: CM Rhyming words wipe off cards Trend Enterprises Loc: Jack
2. Uses oral and written language to express thoughts. (M)	2.1. Forte and MacKenzie, Kid's Stuff, p. 3. LIBRARY RESOURCES: FSR 425 DIS Discovering new words Troll, 1972 6 fs/cas/guide Loc: Ken

ACTIVITIES

NOTES

1.1. Make a list of simple words which rhyme with many other words and that children can act out. Example: fun-run, gun, sun, nun. As each word is dictated to the group, the pupils think of action words which rhyme and pantomime those words.

1.2. Those Nutty Squirrels: Inside a file folder or on tagboard, draw four large squirrels. Give each of the drawings as much personality as possible. Beside each squirrel print a sign with its name: Anne, Paul, Joe, and Sue. Cut out and color 28 acorn patterns approximately 2" long. Put one of the following words on each acorn:

can
fan
bran
pan
man
plan
Dan
you
threw
new
dew
glue
blue
do
drawl
all
haul
small
tall
call
fall
snow
toe
blow
go
throw
low
know

Spread the acorn cards face down between two players. Each player takes a turn selecting an acorn card and placing it on the squirrel whose name rhymes with the word. One point is recorded for each correct placement. The player with the most points wins. On the folder print the directions for students: Give each squirrel all the acorns that rhyme with his or her name.

* * *

2.1. Divide the class into two groups and have students create a factory in two opposite corners of the room. Each group builds its factory so that production is secretive. Each group works in its factory to create a robot. When the robots are finished, the groups create a story, drama, or several vignettes in which the group interacts with its robot. This drama is presented to the class. Variations: 1) The robots may be programmed to give or collect special kinds of information so they can become members of the class when the project is over. 2) Robots may be programmed by each group to enter a competitive 'battle of wits.'

OBJECTIVE	RESOURCES
3. Distinguishes between a word, a word-part, or a group of words. (R)	
5. Recognizes that people give meaning to words and can add meaning to existing words. (I)	

ACTIVITIES

NOTES

2.2. Divide the class into four or five groups. Each group writes a short script for a puppet show and takes turns performing before the class. This can be incorporated with an art project of making puppets, stage, and scenery.

* * *

3.1. On the board or a ditto, write a list of 20-30 words, word-parts, and phrases. Show the class how to make three columns on their papers: one column titled 'Words,' another 'Word-Parts,' and the last 'Phrases.' Instruct students to select the words, word-parts, and phrases for the appropriate columns.

3.2. Go Fishing: Make fish-shaped word cards, word-part cards, and phrase cards from material that is attracted by a magnet. Place the fish in a large fish bowl, box, or basket. Make fishing poles of string tied to sticks with a magnet at the end of the string. Provide two sets of three large envelopes marked 'Words,' 'Word-Parts,' and 'Phrases.' Two pupils take turns fishing. If a child cannot place the fish in the correct envelope, he/she loses a turn. The pupil who has caught the most fish in his/her envelopes is the winner.

* * *

5.1. Double Talk: The teacher writes on the board a series of descriptive phrases: a home run, a run in her nylons, run to the store, the bird dog's run, a run in cards. The children illustrate each of these phrases on paper.

5.2. Ask students to use the word 'run' in sentences with as many different meanings as you can think of. Look in the dictionary and see how many other meanings there are. Write sentences with those meanings of 'run.' Variations: Use other words, such as 'strike.'

OBJECTIVE	RESOURCES
6. Uses the dictionary definition to understand the meaning of a word. (M)	6.1. Forte and MacKenzie, Kid's Stuff, p. 86. 6.2. Forte and MacKenzie, Kid's Stuff, p. 86.
7. Recognizes that different words may be used to symbolize the same object or idea. (e.g., sofa, couch.) (M)	

5.3. Have the students write paragraphs in which they make up four or five 'new' words. Then they turn their papers over and write the new words with their definitions. Students exchange papers to read the paragraph to see if they can understand the meaning of the new words. If others cannot guess the meanings of the new words, they can look it up in the dictionary on the reverse side of the paper.

* * *

6.1. Give each student a piece of 12" X 18" newsprint or construction paper. Write a word on each pupil's paper, such as trunk, light, bar, match, check, fly, or strike. The students will illustrate their words by drawing or cutting pictures from magazines. Students will try to find many different meanings of the word, and will use the dictionary to find these many meanings.

6.2. Prepare vocabulary cards from the social studies or science unit being studied. Place the stack of cards face down on a table and let a group of students play. The first player draws a card from the stack and tries to pronounce the word, find the definition in the dictionary, and use the word in a sentence. If the player correctly pronounces, defines, and uses the word, the card is accumulated in his/her stack. The next student draws and play continues. If the player is unable to pronounce, define, and use the word, another player may say, 'Got It' and claim the card. If he/she correctly says, defines, and uses it, the card is placed in his/her stack. The player with the most cards wins the game.

* * *

7.1. Synonym Scramble: Each student lists synonyms on separate strips of paper. The papers are then exchanged and other students try to find the match for each synonym. This can be adapted for use with homonyms, antonyms, etc.

OBJECTIVE	RESOURCES
	7.2. Hurst, "Textbook Plus," p. 49.
8. Can expand a sentence by adding words or groups of words. (I)	LIBRARY RESOURCES: FS 415 WOR — Words and their parts Ginn 1970

ACTIVITIES

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7.2. Did you say that?: Make eight 3" X 12" strips. With wavy or jagged lines, separate the strips into three parts. Print the following sentences of the left-hand section of the strips:

1. He was broken-hearted when he lost his dog.
2. He got his wires crossed.
3. She hit the nail on the head.
4. She saw red.
5. He was scared stiff.
6. She's a real bookworm.
7. He hit the sack.
8. She's sitting on top of the world.

In the middle section of the cards, paste or draw the following pictures:

1. A boy with a broken heart
2. A child holding two crossed wires
3. A hand-held hammer hitting a nail
4. A girl wearing red sunglasses
5. A boy lying rigidly, looking scared
6. A female bookworm
7. A boy punching a sack
8. A girl sitting on a globe

On the right-hand section of the strips, write the following sentences:

1. He was very upset.
2. He got the message mixed up.
3. She said something exactly right.
4. She was very angry.
5. He was very frightened.
6. She reads a lot of books.
7. He went to bed.
8. She was very happy.

Cut the strips apart. On a direction card, print these instructions: Try to make as many reconstructions as you can.

* * *

8.1. Building Sentences: The first child says one word. The second child adds a word. The third adds another word, etc., until a complete sentence has been formed.

8.2. Sentence Starters: On tagboard, write up a number of sentence starters. Example: 'On Saturday Sally _________'. Have the children copy the starters and complete them in their own words.

OBJECTIVE		RESOURCES	
13.	Distinguishes between the purposes of messages (selling and informing). (I)	13.1	Imogene Forte and Mary Ann Pangle, Mini-Center Stuff, Nashville: Incentive Publications, 1976, p. 26-27.
14.	Distinguishes between fact and opinion. (I)		

ACTIVITIES

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13.1 Ham it Up: Each student in the class is asked to present a puppet show at a specified time. The children write their scripts. Half of the class should be assigned to write a selling script, and the other half should write an informative script. At the end of the show, the students decide which type of show the student was assigned. For information and detail on making the puppet show, see the resource cited. Variations: The puppet shows may be produced by small groups of children rather than individuals.

13.2 Videotape ten selections containing selling messages (commercials) and informing messages (news). As the children watch the tape, they should write down what the purpose of each selection was: selling or informing.

* * *

14.1 Out of the Ordinary: Relate a story to the class about a famous person or event in history (ex: slavery in the South). On the board, list two columns, labelled 'Fact' and 'Opinion.' Under the 'Fact' column, students list ten facts taken from the story. Under the column for opinions, list items from discussion of each fact. Have the children give their thoughts and feelings for each fact listed. Emphasize that there are no right or wrong answers for this column.

14.2 A Walk in the Woods: Make a gameboard with 26 spaces. On each space, draw or affix a picture of one of the items listed below. Print the name of the item beside the picture:

Start
rain
stone
snake
old can
spider
worm
The End.
birds
woods
flowers
turtle
hornets
squirrel
mushroom
butterfly
bugs
caterpillar
blueberries
brook
fish
nest
skunk
deer
frog
leaves

OBJECTIVE	RESOURCES
16. Recognizes simple subject in sentences with natural order. (M)	16.1 Wagner, Hosier, and Blackman, Language Games, New York's Teacher's Publishing Division of the MacMillan Co., 1973, p. 90.
	16.3 Imogene Forte, Mary Anne Pangle, and Robbie Tupa, Center Stuff for Nooks, Crannies, and Corners, Nashville: Incentive Publications p. 112.
	LIBRARY RESOURCES:
	FS 415 SEN The sentence Curriculum films Loc: Mon
	FS 425 BUI Building good sentences SVE 1965 Loc: Cl

ACTIVITIES

NOTES

Make a spinner with these six options:

Opinion 2
Opinion 3
Opinion 1
Fact 1
Fact 2
Fact 3

Write these directions on the back of the gameboard: Each player spins the dial and moves the indicated number of spaces. If the dial lands on fact, the player must give a fact about that object. If the dial lands on opinion, the player must give an opinion.

* * *

16.1 Sentence Surgery: Each player is given a duplicated sheet with 20 sentences on it. When the teacher says, 'Go', the students write down the subjects of the sentences. When the teacher says, 'Stop,' the player with the most correctly listed is the winner.

16.2 Have students write five nouns that could fit in each of the sentence forms below. Explain that these are subjects that are difficult to identify.

There are too many ______ in this class.

There is too much ______ in this world.

16.3 Personal Pronouns as subjects: Create funny sentences using personal pronouns as the choices for the subjects. (Ex: We/Us ______ sat in a puddle of whipping cream.) Then compare students responses and discuss the way pronouns function as subjects. Let the students make a bulletin board with a list of personal pronouns and silly sentences. Discuss the antecedents of the personal pronouns. Next, give the student a paragraph which uses nouns for the subject of every sentence. Let them rewrite the sentences using pronouns when appropriate. Compare the answers. Variation: Provide a paragraph which uses only pronouns and discuss the unclear reference.

OBJECTIVE	RESOURCES
18. Recognizes simple predicate in sentences with natural order. (M)	LIBRARY RESOURCES: TP Understanding sentence structure 425 VMI, 1970 UND Loc: Lin
20. Separates a sentence into its two main parts (complete subject and complete predicate). (I)	
21. Identifies a statement. (M)	

ACTIVITIES	NOTES

18.1. Tea Time: Draw and cut out ten cups, ten saucers, and ten large cookies. Print one complete subject on each cup, one complete predicate on each saucer, and the complete sentence on the cookie. Set the table for tea. Students read the cups and saucers and match them to form the complete sentences. If desired, the cookies may be blank, and students may write the sentences on them after they have matched cups and saucers.

18.2. On a ditto sheet, write 10 to 15 simple sentences. Instruct students to use a yellow crayon to box in and color the simple predicate of each sentence.

* * *

20.1 Explain that a few children will go to the board, one at a time, and 'be a subject.' Then that child will do something, which will become a predicate. (Ex: Mary goes to the board and writes, 'Mary.' Then Mary decides on some action she will do, and does it, i.e., turns on the light. Mary then goes back to the board and writes, 'turns on the light.') The teacher may want to prepare the chalkboard to prompt student responses:

1. ____________ ____________
2. ____________ ____________

(subject) (predicate)

20.2 Let's Play Ball: Write sentences on tag board. Cut out ten baseballs and ten bats. Have children select sentence strips and copy the subject of the sentence on the bats and the predicate on the balls.

* * *

21.1 Read a selection to the children. Have them count and keep track of the number of statements contained in the selection.

21.2 The teacher asks a child a question and the child responds to the question with a statement. (Ex: Is the pencil broken? The pencil is broken.)

OBJECTIVE	RESOURCES
	21.3 Wagner and Hosier, Reading Games, New York: Teacher's Publishing Division of MacMillan Co., 1973
22. **Identifies a question. (M)**	
23. Identifies a command. (I)	

ACTIVITIES

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21.3 Have slips of paper with a statement or part of a statement written on them. Place the slips in a box. The students divide into two teams. Each player takes a turn by drawing a slip, reading it, and telling if it is a statement or part of one. Variation: Let the children write the slips. Remind them that all of the slips should begin with a capital letter.

* * *

22.1 Play the game in 21.3 using questions and parts of questions or questions and statements written on the slips of paper.

22.2 Play 20 Questions.

22.3 Draw or find pictures of an inquisitive puppy and a more stately dog. Divide the bulletin board into two sections. On one side place the puppy picture and 'I have a Question.' On the other side, use the dog and 'I have an Answer.' When students find examples of questions and corresponding answers, they write them on construction paper strips and put them on the board. If desired, color-coded shapes of the dogs may be provided for students to write on. Be sure the students use question marks at the end of the questions and periods at the end of statements.

* * *

23.1 Play the game in 21.3 using commands and sentence fragments, or commands, questions, and statements on the slips of paper.

23.2 Using a command tone, the teacher reads various types of sentences (statements, questions, and commands). Whenever a command is read, the children stand.

23.3 Extend the bulletin board in 22.3 with a picture of a bulldog or boxer and 'I have a command.' Students add examples of commands.

OBJECTIVE	RESOURCES
24. Identifies an exclamation. (I)	24.2. Hurst, "Textbook Plus," p. 45.
28. Provides a definition of a noun, and identifies common nouns in sentences. (M)	28.1 Bruno and Jessie, *Hands-On Approach to Grammar, Spelling, and Handwriting*, p. 27.

23.4 Hidden Commands: Students keep a list of commands given them which are prefaced by 'please' or 'kindly.' Example: Please close the door. Please carry out the trash.

* * *

24.1 Play the game in 21.3 using exclamations with other types of sentences or fragments.

24.2 Sentence Mix-Up Game: Create a gameboard with 24 spaces. Label the spaces with the following word groups.

Start
TV-turn-on
near-home-how
drop-don't-it
believe-it-I
pretty-is-that
car-man-drove
cat-watch-now
time-school-after
hear-now-this
late-too-it
End

ball-catch-first
look-car-blue
fight-dog-outside
fast-man-run
could-too-I
morning-is-it
wind-hat-hard
come-Bill-home
quiet-library-you
rain-out-it
never-it-make

Make a spinner with eight sections and label them:

Question 3
Statement 2
Loose a Turn
Command 2

Question 1
Statement 1
Command 4
Exclamation 3

Write these directions on the gameboard: Each player spins and moves his piece the number of spaces indicated. He or she must then use the words on the space to make the type of sentence called for by the spinner, either a statement, a question, an exclamation, or a command.

* * *

28.1 Place or Thing: Write one sentence on each envelope, making sure that each sentence contains one 'place' or 'thing' noun. Write each noun to be identified on a card. Mark

OBJECTIVE	RESOURCES
	28.2. Forte and Pangle, Mini-Center Stuff, p. 34.
	28.3. Forte and Pangle, Mini-Center Stuff, p. 35.
29. Identifies proper nouns in sentences. (I)	29.1 Forte and Pangle, Mini-Center Stuff, p. 35. LIBRARY RESOURCES: FS Words that name things 425 Ency. Brit., 1958 WO Loc: Jef., Cl., Mad.

ACTIVITIES	NOTES

the card whether the noun is a place or thing. Fold the card in half and place it in the corresponding envelope. Shuffle the envelopes and place them face down in a pile. The first player rolls the pyramid block and lifts it to see the surface that landed on the table or floor. If he rolls a star he loses a turn. If he rolls a number, he takes that number of envelopes and identifies the place or thing noun in each sentence. He than checks the card inside to see if he is correct. If he is correct, he keeps the envelopes. If he is incorrect, the envelopes are placed face up in a discard pile. The player with the most envelopes is the winner.

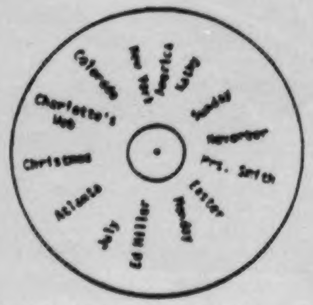
28.2 Neat Nouns: Provide the class with a white T-shirt. Print these directions of a piece of construction paper and tape it on the T-shirt: 'Cut different shaped pieces of colored construction paper. Use a felt tip pen and draw a picture of a common noun on each shape of construction paper. Tape the pictures on the front and back of the T-shirt.' The teacher models the T-shirt for the class and wears it for the day.

28.3 Print 20 nouns on small squares of tag board. Place the noun cards in a plastic bag. Print these directions on a piece of construction paper and place in the plastic bag: 'Write a creative story! Draw a noun card and write a sentence using that noun. Continue to draw cards and write sentences until the story is complete.

* * *

29.1 Write sentences on tagboard which contain proper nouns. Print these directions on an index card: Cut a circle as large as a phonograph record. Fill the record with proper nouns from the sentences. Play the record by using a familiar tune and using the proper nouns as the words to the tune. Tape the proper noun song and share it with the class.

OBJECTIVE		RESOURCES	
		TP 425 REC	Recognizing nouns Instructo, 1969 (ITP with 1 overlay) Loc: Jeff.
		372.61 KIT	An introduction to nouns and verbs Palimino (fs/cas, ditto masters) Loc: cc
		29.2.	Forte, Pangle, and Tupa, *Center Stuff-Nooks, Crannies and Corners*, p. 89.
30.	Provides a definition and identifies a pronoun. (I)	30.1.	Forte and Pangle, *Mini-Center Stuff*, p. 41.
		30.2.	Forte and Pangle, *Mini-Center Stuff*, p. 40.
31.	Identifies personal pronouns. (I)	31.1.	Forte, Imogene and Pangle, Mary Anne, *Spelling Magic*, Nashville: Incentive Publications, 1976. p. 26



29.2. Ozzie Owl: worksheet on proper nouns.

29.3. The class writes a short paragraph using common nouns. Start with a general sentence, such as 'The boy and girl were sitting in class when ....'. The teacher directs their writing and records it on the board. Then each student rewrites the paragraph using proper nouns in place of common nouns.

* * *

30.1. Balloon Juggling: Blow up three balloons and tie the ends with a rubber band. Use a felt tip pen to write pronouns on each of the balloons. Now have the children try to juggle the balloons. If a balloon falls to the floor, they must write a sentence using one of the pronouns written on the balloon.

30.2. Pronoun Party: Have the children get into a party mood by using construction paper to create a clever party hat. Decorate your hat with pronouns. A prize will be given for the most original hat.

* * *

31.1. Cut 50 1" X 3" strips from different colors of construction paper. Provide glue and pencils. Divide the class into two groups and place strips of construction paper, glue and pencils on a table. The teacher pronounces a word. If the word is a personal pronoun, one member from each team writes the word on a strip of paper and glues the strip together to form one link

OBJECTIVE	RESOURCES
	31.2. A *Bank of Ideas*, Oklahoma City: Oklahoma State Department of Education, 1974. (77 pgs.)
32. Identifies number (singular or plural) of a pronoun. (I)	32.1. Forte and Pangle, *Spelling Magic*, p. 90.

of the chain. The game continues until all of the words from the teacher's list are used, with the players adding one link to their team's chain as a pronoun is given. The team with the longest chain of only personal pronouns spelled correctly wins the game.

31.2. After pronouns have been introduced, select a short story which contains several pronouns. The teacher or a pupil reads the selection aloud. Students listen to the selection and clap their hands each time a pronoun is heard.

31.3. Using the idea of 30.2, have children make a decorative party hat. On the hat, have them write all the personal pronouns they can. Give a prize for the most personal pronouns found on any one hat. Have them wear the hats for the rest of the day.

* * *

32.1. Make a gameboard on a large sheet of paper of any shape and decorated any way you wish. Be sure to include the word PRONOUNS in large letters in the center. Divide the board with a line down the center. With smaller letters, write the word 'singular' on one half and 'plural' on the other half. Provide a bean bag. The game is for two to four players. Place the game board on the floor. Standing three feet from the game board, the first player throws the bean bag. If the bean bag lands on the space marked 'singular' the player must say and use a singular pronoun in a sentence. If done correctly, the player receives a point. The game continues until one player receives 10 points and wins the game. NOTE: A vinyl tablecloth makes a good gameboard.

32.2. Write sentences on tagboard, chalkboard, or ditto sheet. Put all nouns in parentheses. Be sure to use both singular and plural nouns and compound nouns in the sentences. Have the children replace the words in parentheses with an appropriate pronoun.

OBJECTIVE	RESOURCES
34.a. Forms possessive case of nouns and pronouns: singular not ending in s. (I)	34a.1. Cory, Beverly, Birdseye View of Language Arts. Fearon Pitman Publishers, Inc. p. 73. LIBRARY RESOURCES: FS Possessives, contractions, and abbreviations 421 SUE, 1965 PO Loc: Cl.
34.c. Forms possessive case of nouns and pronouns: plural not ending in s. (I)	34c.1. Hurst, "Textbook Plus," p. 41-42.

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34a.1. Boople Family Tree: On the blackboard, construct a family tree. Say, "A family tree is a diagram that shows how members of a family are related to each other. This one shows part of the Boople family." Provide a worksheet with 10 statements regarding the relationship of the family members. (Ex: David is ________ husband.) Directions for the worksheet: Use the Boople family tree to fill in the blanks below. Sometimes more than one answer may be right. Don't forget to use an apostrophe.

34a.2. Create a list of names and objects with the same initial letter. (Ex: Tom-Toy, Sam-Sack) Provide a list of the names on the board or a ditto. Write the names of the objects on small shapes of tagboard or construction paper. Explain to students that a class decided to bring objects to school which began with the same letter as their names, but they forgot to mark the objects. Each student draws an object card and marks it, 'This is ____'s _____. (Ex: This is Tom's toy.) Remind them to write a sentence in this form on the back of the object card.

* * *

34c.1. Another Way Game: On the right side of the inside of a folder, rule off horizontal lines every 1¼". Print one of the following words in each of the eight squares:

his her your my
our their its her

On a piece of 9" X 12" poster board, draw or paste any large picture. Turn the picture over and draw horizontal lines every 1¼". Print one of the following sentence pairs in each of the eight spaces. Cut the strips apart on the lines.

This book belongs to John.
It's ____________ book.

Please use this pencil.
Put ______________ name on the top line.

OBJECTIVE	RESOURCES

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Mary came into the office.
The secretary asked if she could help _____.

John gave me his hat.
It's ________ hat.

We all cheered when the teams came in.
We wanted _________ favorite team to win.

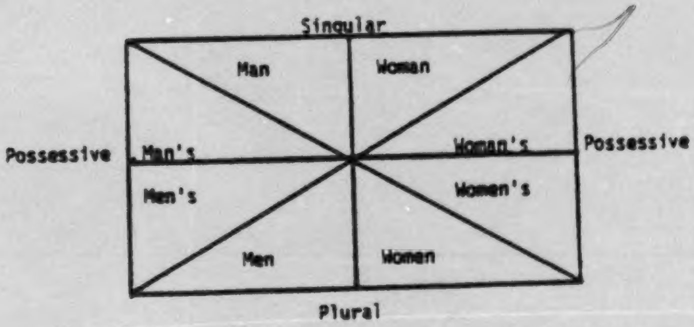
Tim, Maria, and Carl came into the room.
They hung ________ coats in the closet.

The snake woke up.
It lifted _______ head.

The new girl came to school that morning.
At recess, nobody wanted to play with ____.

Write these directions on the folder: Read each sentence pair. Decide which possessive pronoun makes the best sense in the second sentence. Place the strips on the words written in the folder. When all the strips are placed, close the folder. Hold it closed and turn it over carefully. When you open the folder in reverse, you should see a picture.

34c.2. Draw the pattern on the board for the 'possessive star' filling in only the words 'man' and 'woman'.



Step by step, help the students fill in the blank spaces in their own star, which may be a ditto sheet or drawn by the children on lined paper. Take them through

OBJECTIVE	RESOURCES
35. Recognizes and defines a verb. (M)	35.1. Hurwitz, Abraham B. and Goddard, Arthur, *Language Arts Games*, New York: Scholastic Book Services, 1972. p. 75.
	35.2. Cory, *Birdseye View of Language Arts*, p. 149.
	35.3. Hurst, "Textbook Plus," p. 41-42.
	LIBRARY RESOURCES:
	FS 425 US — Using verbs SUE 1962 Loc: Jeff., Cl.
	FS 425 WO — Words that show action Ency. Brit. Loc: Cl., Jeff., Mad.
	TP 425 IDE — Identifying action verbs Instructo, 1969 #871-55 (1 TP, 4 overlays) Loc: Jeff.
	372.61 KIT — An introduction to nouns and verbs Palomino (fs/cas, ditto masters) Loc: CC

the irregular form of plurals, men and women. After they understand the plurals, guide their discussion through the possessives. When the star is completed, let them color it.

* * *

35.1. Everyday Verbs Game: The students agree on an everyday topic to discuss, such as baseball, recess, school, home, etc. Each player in turn must say something, in a complete sentence, about the subject agreed upon, but using a verb specifically suited to the topic. The story must be told with a different verb in each successive sentence.

35.2. 'An Action-Packed Trip' worksheet is a color puzzle that has words written in the puzzle parts: nouns, pronouns, and verbs. The children are instructed to color in all the verbs. If it is done correctly, the map reveals a picture.

35.3. Verbmaze Game: The board contains a 12" diameter circle in the middle of a file folder. It has seven concentric circles inside the circle, and 10 spokes starting from the outside circle and stopping at the edge of the innermost circle. Each section is colored, and a picture of the 'crooked man' is drawn or affixed in the center circle. He should be pointing his hand to a section in which you have printed the word 'had'. Beside the word 'slid' on the outermost ring, draw or paste a picture of the crooked cat. Follow the pattern below to fill in the sections on the board. Write these directions on the folder: Trace a crooked path between the crooked man and his crooked cat. You may only go through verbs. You may not skip over any words. Illustration on following page.

OBJECTIVE	RESOURCES
36. Recognizes helping verbs. (I)	36.1. Forte and Pangle, Mini-Center Stuff, p. 37.

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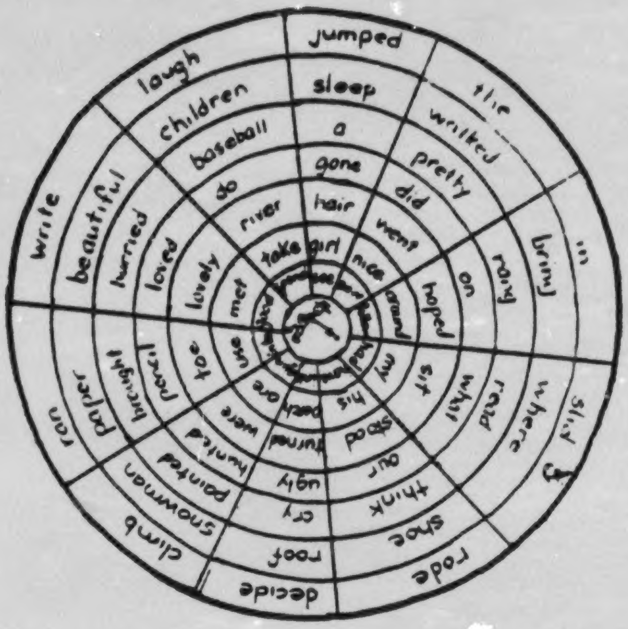

jumped
sleep
a
gone
hair
girl
the
walked
pretty
did
went
nice
in
bring
rang
on
hoped
around
slid
where
read
what
sit
my
shoe
think
our
stood
his
rode
roof
cry
ugly
turned
each
one
decide
climb
snowman
painted
hunted
were
ran
paper
bright
pencil
toe
use
write
beautiful
hurried
loved
lovely
met
laugh
children
baseball
do
river
take

35.4. Have students make a list of 'verbs that excite you and verbs that bore you.' Discuss their verbs and reasons for their selections. Perhaps they will want to illustrate some of their verbs. Could they make a bulletin board of 'Exciting and Boring Verbs?'

* * *

36.1. Patchwork Quilt: Print 25 verbs, including helping verbs, on an index card. Print these directions on the back of the index card: Make a verb 'patchwork' quilt. Read each verb on this card. If the verb is a helping verb, cut a shape from red construction paper. Write the verb on the shape. If the verb is not a helping verb, cut a shape from blue construction paper. Write the verb on the shape. Design a patchwork quilt by pasting the shapes on a piece of drawing paper.

OBJECTIVE	RESOURCES
	36.2. Wagner, Hosier, and Blackman, *Language Games*, p. 81.
37. Identifies present tense. (I)	
	37.2. Metzner, Seymour, *One Minute Game Guide*, Palo Alto, Ca: Fearon Publishers, p. 18.
38. Identifies past tense. (I)	38.1. Forte and Pangle, *Spelling Magic*, p. 44.

36.2. One child stands and asks a question of another child who responds by using another form of the same verb. Example: "I saw a jet bomber. What have you seen, Mary?" Mary answers by saying, "I have seen a _______." Mary then asks a question of another child, using a different verb requiring a verb helper. It might be helpful to list verbs on the board or on slips of paper so the child can choose one. A sample question and answer can also be written on the board for the children.

* * *

37.1. Print sentences on strips of tagboard. Enlarge a full size clown with three pockets marked 'past,''present,' and 'future.' The children will read the sentences and decide if it is written in the past, present, or future tense. They will place the sentences in the appropriate pockets.

37.2. Actionaries Game: Write a noun on the chalkboard, like 'tree.' The children write all of the present tense verbs they know that might logically be applied to the noun, like 'falls, shakes, sways,' etc. The child who has the most verbs that qualify is the winner and may write the next noun on the board.

* * *

38.1. Freaky Pasts: Cut a plastic milk container in half and cover with aluminum foil to resemble a crystal ball. Leave an opening at the top of the crystal ball. Print the following words on small squares of tagboard: grow, do, swim, play, drink, eat, write, dig, have, see, run, come, drive, bring, hide, etc. Place the words in the crystal ball. This game is for two, three, or four players. One player starts as the 'fortune teller,' and draws five cards from the crystal ball. The fortune teller must try to say and spell the correct past tense of the word on each card. If the word is spoken and spelled correctly, the fortune teller can keep the card. If the word is not correctly spoken or spelled, the card is placed back into the crystal ball. The game continues

OBJECTIVE	RESOURCES
	38.2. Hurst, "Textbook Plus," p. 42. Loc: Curric
39. Identifies future tense. (I)	
	39.2. Hurst, "Textbook Plus," p. 44.

until all of the players have been the fortune teller. The player with the most cards wins the game.

38.2. Verb Search: Word search puzzle uses past tense of each of the present tense verbs listed with the puzzle.

* * *

39.1. Place different simple tense forms of verbs on index cards and put in a box. Make a kangaroo with pockets marked present, past, and future. The child draws a card and places it in the proper pouch. VARIATION: Use apple shaped construction paper for the words and an apple basket for each tense.

39.2. Tomorrow Game: Make a gameboard with 31 spaces plus start and finish spaces. Write these words in the spaces, one to a space:

are
is
am
go
hide
march
dig
have
do
see
run
climb
are
is
read
dance
am
does
has
hunt
learn
write
has
have
give
are
is
am
find
does
go

On 1½" X 3" cards, draw or affix pictures of these items, or use words only:

policeman
turtle
teacher
mother
doctor
baby
dancer
hunter
Superman
dinosaur
dragon
Snow White
lawyer
ball player
giraffe
lion tamer
Robin Hood
fish
Linus
Pooh
Charlotte
Go back to start
Lose a turn
Go ahead 2 spaces
Lose a turn
explorer
Charlie Brown

Write these directions on the gameboard: Each person throws a die and moves the number of spaces indicated on the die. The player then draws a card and must give a sentence starting with the word, 'Tomorrow.' The sentence must include the word on the card

OBJECTIVE	RESOURCES
40. Uses verb number in agreement with subject. (I)	40.1. Wagner, Hosier, and Blackman, Language Games, p. 85. 40.2. Hurst, "Textbook Plus", p. 45.

drawn and the future tense of the word on the space. If you can't make a sentence, you must go back to start.

* * *

40.1. One or More Game: This game is played by several sets of partners. One player in the first partnership gives a sentence using the singular form, as, "A boy is walking down the street." The partner must give the same sentence in the plural form, "Three boys are walking down the street." If correct, a point is scored. The second set of partners now takes a turn in the same manner, and this pattern is continued until all players have participated several times. The team with the greatest number of correct responses is the winner. VARIATION: A leader reads the singular form sentence, and the players write the plural form. Use nouns that have irregular plural forms also.

40.2 Split Sentences Game: Make 48 2" X 5" cards containing these phrases:

The sailors
Adults
The accordian
That television program
came home after being away three years.
sometimes have trouble talking to kids.
often dress alike.
are trying to agree on a fair price.
I
My grandmother
She
A sponge
We
an adder
Her mother
hate to hear the alarm go off
gave her an advantage.
shows great ability as a carpenter.
absorbs water.
leaned his bike against the tree.
loaded cargo on the ship.
can sting if it gets in your eyes.
go to church every Sunday.
The soldier
I

OBJECTIVE	RESOURCES
41. Identifies contractions and their component words. (M)	41.1. Forte and Pangle, Spelling Magic, p. 28. LIBRARY RESOURCES: FS 421 PO — Possessives, contractions, and abbreviations SUE 1965 Loc: Cl.

The car dealer and my mother
She and her twin sister
am afraid of snakes
abandoned the sinking ship
is intended for children.
is one of my favorite musical instruments.
The burglers
The basketball player's height
The young man
I
A cheetah
Monkeys
Soap
The workers
jogs every morning.
were caught trying to open the safe.
don't know which one to pick.
speaks English with a German accent.
swing by their tails.
sometimes runs 70 miles per hour.
is a poisonous snake.
works on a newspaper.
My brother

Print these directions: "See how many sentences you can make. Some pieces won't match because the subject and predicate don't agree. Write down any silly sentences you find."

* * *

41.1. On 2" X 3" strips of paper, write words from which contractions can be made, such as, is not, should not, and I am. Provide 12 quart-sized soft drink bottles and an embroidery hoop. Tape the word strips on the bottles. Place the bottles in a triangular shape as bowling pins are arranged. The first of two players tosses the hoop and tries to 'ring' a bottle. The player pronounces the words on the bottle and spells the contraction for the words. If the contraction is spelled correctly, the player receives one point. The game continues until all contractions are spelled correctly. The player who has the most points wins the game.

OBJECTIVE	RESOURCES
42. Uses proper subject-verb agreement with contractions. (I)	
43. Identifies and defines an adjective. (I)	43.1. Hurst, "Textbook Plus," p. 41. LIBRARY RESOURCES: FS Words that describe things 425 Ency. Brit., 1958 WO Loc: Cl., Jeff., Mad.

41.2. Divide the class into two or more teams. The teacher or leader writes a contraction on the board or on construction paper. A player must spell correctly on the board the two component words of the contraction. A correct response earns a point for the team.

* * *

42.1. Provide the class with a worksheet of 20 sentences in which the subject and verb do not agree. (They doesn't write well, or Sally aren't going to take the show, or John don't like school.) Be sure the verbs are inculded in contraction forms and underlined. Tell the children that, in these sentences, the subject and verb do not agree. They are to change the underlined word in each sentence so that they do agree. You may want to do some examples on the board. VARIATION: Have the students convert the written contraction to its component words and read the sentences aloud. Discuss how "John do not like school" doesn't sound right.

42.2. On tagboard make word cards with both singular and plural nouns and pronouns. On another set of word cards, write these contractions: can't, don't, couldn't, shouldn't won't, aren't, didn't, haven't, hadn't, doesn't, isn't. Place the noun and pronoun cards in an envelope marked 'subject,' and place the contraction cards in an envelope marked 'verbs.' The student draws one contraction card and matches it with as many subject cards as possible. Also, students should make a list of the subject cards that will not match any of the contractions.

* * *

43.1. Animal Adjectives Game: Make a gameboard with 27 spaces and print the following words in the first 26 spaces:

Start here
hairy
tall
short
gentle
smooth
shaggy
shy
tame
graceful
cute
fluffy

OBJECTIVE	RESOURCES

big
soft
spotted
striped
fierce
lovable
huge
tiny
scary
thin
silly
funny
pretty
fat

Make the last space large enough to enclose the following words: finish, silly, tall, pretty, scary, short, little, big, fierce. On 14 cards (2½" X 3½") draw or affix pictures of the following animals and include their names:

wolf
deer
buzzard
bull
cow
goat
hippo
chicken
lion
chipmunk
dog
giraffe
zebra
hen

Write these directions on the folder: Each player draws an animal card and moves his/her playing piece to the first word which could be used to describe that animal. The first to reach the finish wins.

43.2. Begin with one general noun and write it in the center of the board. Ask for four words that describe the noun. Put these adjectives around the noun on the board. Ask students to suggest new nouns that relate to the adjectives on the board, and keep branching out from noun to adjective and adjective to noun. Students use these nouns and adjectives on the board to write a story.

kittens
cute
shoes brown dog shaggy hair
big
building

OBJECTIVE	RESOURCES
	43.3. Forte and Pangle, Mini-Center Stuff, p. 44.
44. Recognizes articles and determiners. (I)	44.1. Time to Wonder, Teacher's Manual, New York: Holt, Rinehart, and Winston, 1977, p. 206.
	44.2. Cory, Birdseye View of Language Arts, p. 173.

ACTIVITIES

NOTES

43.3. Print 20 nouns on small squares of tagboard. Place the noun cards in a plastic bag. Print these directions on an index card: 'Shuffle the noun cards and place them face down. Draw one card and write at least three adjectives that describe the noun. Example: Man-tall, hungry, handsome. Continue until all the noun cards have been used.'

* * *

44.1. Write these sentences on the board and discuss the underlined words:

The photographer snapped a picture.
My mother ate some cake.
This room has several windows.

The underlined words name someone or something. What do we call such words? Nouns. Circle the word before each noun in the sentences on the board. Explain that these circled words are call 'Noun Determiners,' and they are found in front of a noun. Here are some common determiners:

a
an
the
her
several
these
many
my
one
two, etc.
his
our
these
this
that

Have the children make up sentences and draw attention to the location of the determiners in their sentences. For starters, they might try to substitute different nouns in the three sentences on the board and see the effect on the needed determiners.

44.2. The Writing Machine: Provide a worksheet with a drawing of a machine in the center. Around the machine, write nouns, verbs, and articles and determiners. Say, "Molly built a machine that will write stories for her. On its trial run the machine skipped and left out all articles and determiners. Find all the articles and determiners that the machine left out and list them at the bottom of your paper."

OBJECTIVE	RESOURCES
48a. Uses the period: as the closing for declarative and imperative sentences. (R)	LIBRARY RESOURCES: FS End punctuation 421 SUE END Loc: Mad., McK. TP Understanding punctuation 421 UMI, 1970 UND Loc: Lin.
48b. Uses the period: at the end of abbreviations. (R)	48b.1. Wagner and Hosier, Reading Games, p. 82.

ACTIVITIES	NOTES
VARIATION: Construct the machine from tagboard. Put words on tagboard and have the children find the articles and determiners to attach to the machine. * * * 48a.1. Let the children decide what sound and motion will describe the period at the end of the sentence. Allow them to choose a reading select on and place the punctuation marks. Then, individually, or in groups, they read their selection aloud, providing the sound and motion for the periods. VARIATION: This activity can be used for any one form of punctuation or for any combination of punctuation marks. 48a.2. The teacher provides choices or students select a topic to write a paragraph. Students write the paragraph, omitting all periods. They then exchange paragraphs and punctuate each other's papers. 48a.3. On a worksheet write 20 sentences omitting all periods. Have the class place the periods in the appropriate places. VARIATION: Cut small circles from colored construction paper. Provide the sentences on the bulletin board and let the students place the 'periods' where they belong. * * * 48b.1. Divide the class into two or more teams. The teacher holds up a flash card with a word on one side and the abbreviation on the other side. The children write the abbreviation on paper and check the other side of the card for the correct abbreviation. This can be done witn one child from each team or the entire class can number a page from 1-20 and score at the end. The team with the most correct wins.	

OBJECTIVE	RESOURCES
48c. Uses the period: after initials. (R)	
49. Uses the question mark to close interrogative sentences. (R)	LIBRARY RESOURCES: FS Using punctuation marks 425 Ency. Brit. 1958 US Loc: Jeff., Mad.

48b.2. Provide the class with an outline map of the United States. Place in front of the class a reference map of the United States. Have the class fill in the names of the states, using only their abbreviated names. Check their maps for capitalization and periods at the end of the abbreviations.

* * *

48c.1. Have the children draw (or provide a ditto) of a class seating chart. Children fill in the chart with the initials of the students sitting at the various positions.

48c.2. Instruct the children to write short business letters to each other and sign their letters with initials, or a combination of initials and names, i.e., J.D. Doe, John D. Doe, J. David Doe, or John David Doe. Help them think of different examples, such as O.J. Simpson and A.A. Milne. Remind them to provide the period after the initials.

48c.3. As an ongoing activity throughout the year, designate an area of the chalkboard for the children to print their initials when they have not completed assignments. At the end of a class period, students who have not completed work for that class should write their initials on the board. Remind them that the correct way to write initials is with capital letters and a period. If a child writes his initials incorrectly and another child catches the error, the observant one should receive a 'reward,' like 'Helper of the Day.'

* * *

49.1. After the children have read a particular selection, like a story from the reader. Have them write five important questions about that selection. Remind them to use the question mark. Students then exchange papers and write answers to each other's questions.

OBJECTIVE	RESOURCES
50. Uses the exclamation point to close exclamatory sentences (I)	
51a. Uses the comma to set off or separate: words or phrases of direct address. (I)	LIBRARY RESOURCES: FS The comma, part 1, 2 421 McGraw CO Loc: Mad.

ACTIVITIES	NOTES
49.2. Cut out and decorate five or six 'crazy' question marks. Use large colored shapes, wild patterns, and fancy shapes for the question marks. Write ten sentences on the board or bulletin board. Be sure that some are interrogative and some are statements. Let the students come to the board and place the question marks at the end of the interrogative sentences. VARIATION: Let the students design, color, and paste decorations on their own 'crazy punctuation marks.' * * * 50.1. Read orally or tape a paragraph or story for the students. Be sure that the selection contains at least six exclamatory statements. Whenever the children hear an exclamatory statement, they respond with, "Stop!" or "Wow!" or "Ouch!" or any other exclamatory response the teacher chooses. 50.2. Help the class compile an 'Exclamation Dictionary' of words commonly used as exclamations. In their slang, they typically redefine words into slang exclamations, such as 'decent!' Some of the sounds will be spelling challenges, such as 'yuck.' And defining these terms can be tricky and amusing. * * * 51a.1. Prepare sentences containing words and phrases of direct address and write them on slips of paper. One child draws a slip, reads the sentence to the class, and selects another child to punctuate the sentence. If the second child correctly punctuates the sentence, he/she then gets to draw the next sentence slip.	

OBJECTIVE	RESOURCES
	51a.3. Forte and Pangle, Mini-Center Stuff, p. 23.

ACTIVITIES

NOTES

51a.2. Write the following five sentences on the board as models:

Hello, Mrs. Jones.
Dr. Smith, how is your family?
You, Georgette Smith, are the winner.
Mr. Anderson, it is so nice to see you.
It has been a pleasure meeting you, Rev. Doe.

Have the children role play introductions. Let them create characters with names and titles. They need to write two sentences each about their characters. Three children come to the front of the room. One introduces the two characters to each other (using the two sentences written about the characters). When the characters meet, they need to exchange sentences like the model sentences, using the character names. After the role play, each student writes the greeting (like the model) that was used. Remind them to set off the nouns of direct address with commas. This activity also reinforces listening skills, in that students need to listen for names and titles in the introductions. VARIATION: Let the students use characters from different books, stories, and television programs. Let them act out a meeting of two characters from different stories.

51a.3. Doctor's Diagnosis: Construct a game board either out of tagboard or on the chalkboard in the shape of a therometer. Print a sentence on each degree on the therometer. These sentences should use words and phrases of direct address. Cut out shapes from tagboard to represent commas. Place these in a pill bottle. Give or print these directions: It's temperature-taking time! Read each sentence and add a comma from the pill bottle wherever needed. See how high the temperature will go! NOTE: This activity is adaptable to different uses of the comma.

OBJECTIVE	RESOURCES
51b. Uses the comma to set off or separate: city and state. (M)	
51c. Uses the comma to set off or separate: various parts of a date. (M)	

ACTIVITIES	NOTES

51b.1. Instruct students to pretend that they are employees of the (school's name) Travel Agency. They are to plan a tour of the United States. It will last two weeks and should go to at least five different places. After planning the tour, they need to turn in a written list of the places they will visit and how long they will stay. This itenerary should be written appropriately, with a comma between city and state. VARIATION: Students could also write the dates of the various stops and practice using the comma in various parts of the date. Some students may want to write and illustrate a small brochure to advertise their tours. This activity integrates well with social studies.

51b.2. Each student studies a map of Oklahoma and finds the name of a town that he/she thinks is funny. Each writes the name of the town and state (with a comma between) on a small piece of colored paper. An outline of a map of Oklahoma is provided on the bulletin board. Students pin or tape their town names on the map. VARIATION: Students may want to discover how the towns got their name; what their major industries are, or some other facts about their towns.

* * *

51c.1. The class compiles a birthday list for all the members of the class. Include the year of birth. They may want to discuss what was happening in the world during that time. After they have organized their birthdays by sequence, each child should write his/her name and birthdate on a poster which remains displayed as a reminder for the rest of the year. Let them decorate the poster if they wish.

51c.2. Use the itenerary (See GRAMMAR AND LANGUAGE ACTIVITY # 51b.1.)

OBJECTIVE	RESOURCES
51e. Uses the comma to set off or separate: salutation and closing of a friendly letter. (I)	51e.1. Anderson, Paul S. Language Skills in Elementary Education, London: The MacMillan Co., 1971, p. 401.

51c.3. Have students keep a diary for a week. Each day's entry should begin with the complete date.

* * *

51e.1. Mimeograph, or write on the board for the class to copy, the following:

1.
Astor Hotel
New York New York
May 3 1966

Dear Teacher

Your student
Ann Smith

2.
607 Adams St.
Madison Wisc.
June 6 1964

Dear Mother

Love
John

3.
Gunnison Colo.
Dec. 5 1960

Dear Santa Claus

Sincerely
Jim White

Tell the students to provide the missing commas. You can make several of these activity sheets to reinforce use of comma in place and date as well as in letters.

51e.2. Ditto the bodies of four or five short friendly letters. Students add a greeting (salutation) and closing for each letter.

OBJECTIVE	RESOURCES
51g. Uses the comma to set off or separate: items in a series. (I)	
52. Uses the colon to show hours and minutes numerically. (M)	LIBRARY RESOURCES: FS Colon and semicolon 421 SUE CO Loc: Cl., Mad., McK.

ACTIVITIES

NOTES

51g.1. On a chalkboard or ditto sheet, provide the following sentence parts for students:

1. On Saturdays I like to ______ ______ and ________.
2. My favorite foods are ______ ______ and ______.
3. Mother went to the store and bought ______ ______ ______ and ______.
4. Before I come to school each morning, I ______ ______ and ________.
5. My favorite colors are ______ ______ and ______.
6. Good baseball players must know how to ______ ______ and ______.

Have the children fill in the missing items or phrases, remembering to separate them with commas.

51g.2. Surprise Package: Fill a gift-sized box with layers of items for the classroom, such as paper, cards, pencils, books, etc. Gift wrap the package. Let the students unwrap it and unpack one layer at a time. Stop after each layer is unpacked, and tell the students to write a sentence that tells what objects were unpacked. Review the sentences, checking for commas.

51g.3. Divide the class into small groups of three or four students. The groups suggest topics for short stories, and each group selects a topic. Each group writes a short story. Using the opaque projector, the teacher displays the story to the class, and they check for punctuation, capitalization, and sentence structure. Repeat this activity in a month to see if there is significant improvement.

* * *

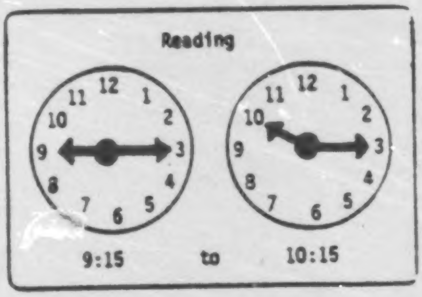
52.1. Provide a ditto sheet numbered one through ten. Beside each number, provide two blanks with a space between (1.____ ____). Then ask the class ten questions which can be answered by writing the correct time. Remind them to place the colon between the hour and minutes. Sample questions: At

OBJECTIVE	RESOURCES
	FS Colon, semicolon and dash 421 Popular science CO Loc: Cl., McK.
53. Recognizes the need for quotation marks in short direct quotations (unbroken). (I)	53.1. Forte and Pangle, Mini-Center Stuff, p. 23.

ACTIVITIES	NOTES

what time do you usually get up on a school day? What time do you go to bed? At what time do we have morning recess? etc.

52.2. On the board or a ditto sheet, write a copy of the class schedule with the faces of the clock indicating the times, as:



The children are to write down the daily schedule as: Reading 9:15 to 10:15, etc. Allow each child to keep a copy of the schedule in his/her desk.

* * *

53.1. Print 20 sentences without quotation marks on a piece of tagboard. Staple twenty small pieces of white paper together to resemble a prescription pad. Print these directions on the pad: These sentences are ill. They need quotation marks. Write a prescription for each sentence by writing the sentence and adding the correct quotation marks.

53.2. One at a time, call on five to eight children to stand and make a simple statement. For example, John might stand and say, "Today is Thursday." The next child stands and makes a statement.

OBJECTIVE	RESOURCES
54. Recognizes the need for quotation marks with titles of short stories (short works). (I)	
55. Recognizes the need for the apostrophe with possessive case of nouns. (I)	

ACTIVITIES

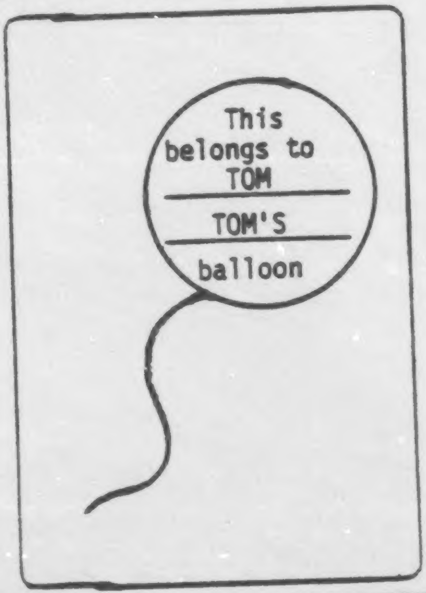
NOTES

54.1. On each of 10-15 paper plates, write the title of a story that the children have already read (in readers) or the title of a well-known book. Tape the plates to the wall of the classroom. The children are to find only the titles of short stories and write them correctly. VARIATION: This activity can be used for objective #57 by having the children write only book titles.

54.2. Using the table of contents in the reading text, each child selects a given number of story titles. They are to write the story titles correctly. VARIATION: If the child has read the story, give the main idea. If the story has not been read, the child writes what he/she thinks the story will be about.

* * *

55.1. On the chalkboard, draw balloons. Put in each balloon, "This belongs to (name) ." Individually, students come up to board and write the possessive form in their balloons, filling in the second blank, " (name+s)balloon." VARIATION: Use inflated balloons and felt tip pens. These make a nice party favor. Construction paper balloons can be placed at each student's desk.

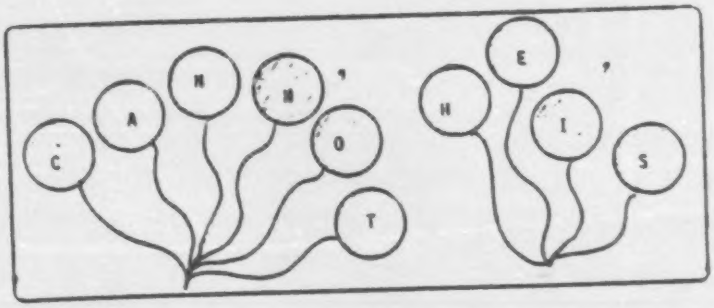


OBJECTIVE	RESOURCES
56. Uses the apostrophe to indicate omitted letters in a contraction. (M)	56.1. Imogene Forte, and Mary Ann Pangle, _P's and Q's for Sounds We Use_. Nashville: Incentive Press, p. 255.

55.2. On tagboard, write 20 possessive statements. (The hat that belongs to George is red. The fizz of the soda is part of the fun.) Play a game using two teams. The teacher holds up one statement at a time. The first team to write the correct possessive form on the board scores a point. The team with the most points at the end of the game is declared the winner.

* * *

56.1. Pop the Balloons: Make a worksheet with the letters of contractions inside the drawn balloons. Instruct the students to pop the balloons by using a red crayon to color the balloons that contain the letter to be omitted from the words to form a contraction. Place an apostrophe above the popped balloons and write the contractions under each set of balloons.



56.2. Write the component words of a contraction on a strip of colored construction paper. Tell the students to fold the strip (pleated) to omit the letters omitted in the contraction. Provide a different colored cut out apostrophe and let the students paper clip the apostrophe on the strip to form the contraction. Let the students create strips for each other.

OBJECTIVE	RESOURCES
57. Underlines titles of books (longer works). (I)	
58a. Capitalizes: persons, days of the week, and months of the year. (R)	58a.1. Forte, Imogene and Pangle, Mary Ann, Spelling Magic, p. 18.

ACTIVITIES

NOTES

56.3. Divide the class into two or more teams. Students draw a slip of construction paper which has two component words on it. The child must write the contraction correctly using the apostrophe, in order to earn a point for his/her team. Alternate team members until all have participated. The team with the most points wins.

* * *

57.1. Each child surveys members of his/her family about their favorite books. The child writes the name of each family member and the title of that person's favorite book.

57.2. Each child selects five of the textbooks used in the class and writes the title of each one to complete a sentence following this format: "The title of my math book is __________. The title of my reading book is _______." VARIATION: Student "adopt" new textbooks for their classes by making up titles of new texts. Some may want to make up author's name, book jackets, etc.

* * *

58a.1. Calendar Clues: Use tagboard and several colors of felt tip markers to make a calendar page for one month. The name of the month should not be written on the page. Decorate the calendar by drawing appropriate small pictures to make a border or by using pictures cut from magazines or old textbooks. Provide a small cube. First, the teacher names the month that from two to four players will play. The first player tosses a cube in the calendar. That player must spell the day of the week on which the cube falls and the name of the month. Using the squares on the calendar as a map of the rows in the classroom, the name of the child who sits in that position should also be spelled. The player earns two points for spelling the day of the week correctly, three points if the month is also spelled correctly, and four points

OBJECTIVE	RESOURCES
	58a.2. Wagner, Hosier and Blackman, Language Games, p. 47.
58b. Capitalizes: countries, nationalities, races, languages and geographic and place names. (I)	58b.1. Forte, Imogene and Pangle, Mary Ann and Tupa, Robbie, Pumpkins, Pinwheels and Peppermint Packages, Nashville: Incentive Publications, p. 230.
58e. Capitalizes: holidays, initials, and abbreviations of titles, and titles of honor or respect that precede a proper name or are used	

if the name is also spelled correctly. The game continues until one player receives 15 points and wins.

58a.2. Spell Your Name: After the children have become familiar with the names of their classmates, ask for a volunteer to call students to the front of the room by writing their first names on the board. VARIATION: This method of getting a child to the front of the room may be integrated with other subject matter lessons in which students are to write on the board.

* * *

58b.1. Nation Location: Students use an atlas and a globe to complete a worksheet. Afterwards, they play a game by taking turns naming a country and locating it on the globe. (Worksheet available in curriculum office at ISC.

58b.2. To Grandmother's House We Go: Discuss holiday travel traditions. Ask how many students will leave town for the holiday (Thanksgiving, Christmas, Easter, etc.). Where will they go? How many students will have company? From where will they come? On the board, mark three columns, 'City, State, and Country'. On the bulletin board have a turkey without feathers, tree without ornaments, etc. The children write a city, state, and country on feathers (ornaments) and place them on the bulletin board. The feathers must have correctly capitalized city, state, and country before they can be put on the board.

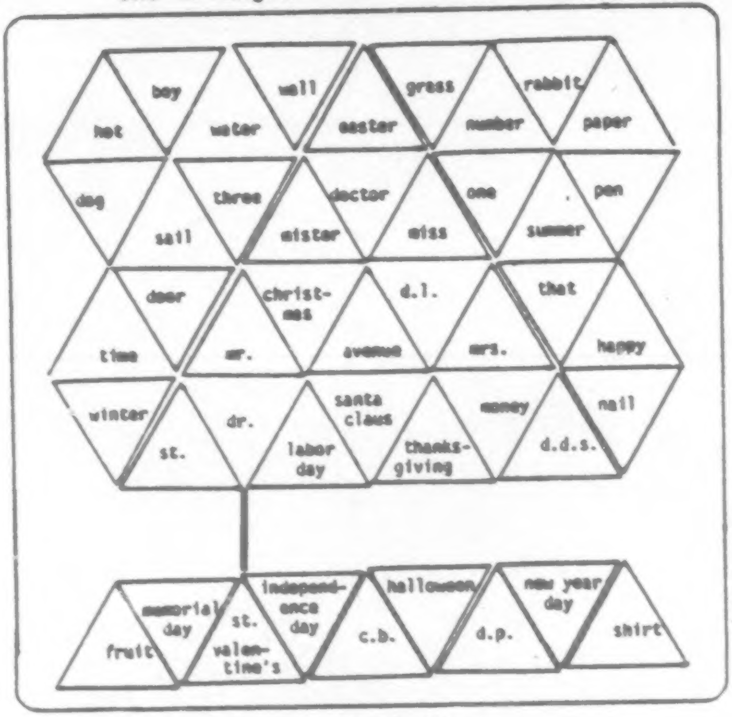
* * *

58e.1. Each students makes a holiday calendar for the months of the school year. Duplicate master page with squares for the days of the month. Leave space at the top for the name of the month and student illustrations. Guide them through the

OBJECTIVE	RESOURCES
alone in place of the name of a specific individual. (M)	
58f. Capitalizes: beginning of a sentence. (M)	

numbering of the days of the month. This could be done all at the first of the year and stapled together, or students could create their calendar pages monthly. Identify all holidays, and have students write them on the proper dates. Other dates could be used to reference important class events, deadlines, etc. Use the calendar to reinforce capitalization of days of the week and months of the year.

58e.2. Make a ditto sheet of triangles to be colored. Place words in the triangles, with those needing capitalization placed in the triangles which are the elements of a sailboat in the picture. Write the following instructions on the sheet: If the word or abbreviation in the triangle should be capitalized, color it red. If the word should not be capitalized, color the triangle blue. Smooth Sailing!


hat
boy
water
wall
easter
grass
number
rabbit
paper
dog
sail
three
mister
doctor
miss
one
summer
pen
time
door
mr.
christ-mas
avenue
d.l.
mrs.
that
happy
winter
st.
dr.
labor day
santa claus
thanks-giving
money
d.d.s.
nail
fruit
memorial day
st. valen-tine's
independ-ence day
c.b.
halloween
d.p.
new year day
shirt

* * *

58f.1. Have the children write five sentences each. Each sentence must include at least two of the following: a person's name, a day of the week, or a month of the year.

OBJECTIVE	RESOURCES
58g. Capitalizes: greeting and closing of a letter. (I)	58g.1. Forte, Pangle, and Tupa, Center Stuff for Nooks, Crannies and Corners, p. 116-122

After writing the sentences, students exchange papers to check that all words that should be capitalized are.

58f.2. Write a series of sentences in which the first letter and others requiring punctuation, spell out a word. Prepare a ditto with these sentence written in all lower case letters. As children identify the letters requiring capitalization, they spell out the mystery word in blanks across the page.
Ex: C H R I S T M A S 1. could you you go with harry and me?

58f.3. The teacher asks 5-10 simple questions. (How old are you? What day is today? What is your name?) Students are to answer each question in writing. Remind them to answer with complete statements and to punctuate and capitalize it appropriately.

* * *

58g.1. On the board or on the ditto sheet, write the class a letter about assignments, school news, or an anticipated class event. Include several errors in capitalization, including the greeting and closing. The class should read through the letter and correct the errors. Then, throughout the year, have students write letters to classmates on the board. These should be reminders of upcoming events, etc. Students discuss the letters and proofread for errors in punctuation and capitalization.

58g.2. Join a pen-pal club which matches classrooms by grade. Once a month, write letters to pen pals and check for proper form, capitalization, and punctuation.

OBJECTIVE	RESOURCES
58h. Capitalizes: titles of stories, poems, and books. (I)	LIBRARY RESOURCES: FS 421 CAP — Capitalization SUE Loc: Ad., McK. FS 421 US — Using capital letters and punctuation SUE, 1965 Loc: Cl., Mad. TP 421 CAP — Capitalization 3M Loc: Ken., Mad.

ACTIVITIES

58g.3. Before a school program or class event, students write letters of invitation to their parents. Each child must write his/her parents/guardians/guests an informal letter of invitation. Check carefully before the letters go home.

58g.4. Have the class work together on a letter to a person of a position requiring a special form of address, such as a church or military person. Use an etiquette book to demonstrate the different forms of address for different ranks and titles. The letter could be written to a congressman about an issue, or it could be written as a request for information. Be sure students pay attention to the greeting and closing required.

* * *

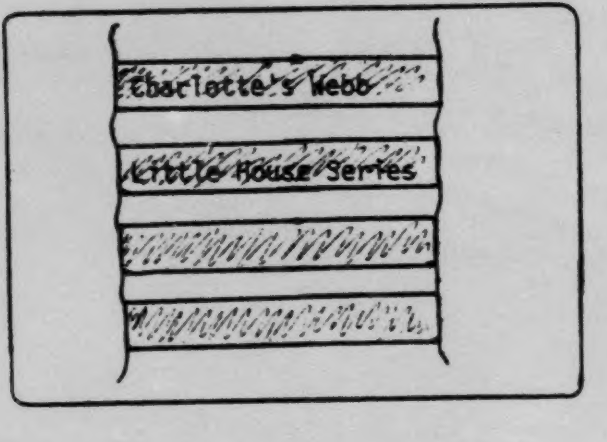
58h.1. Provide the class or a small group with copies of various reading series books. When the teacher says, "Go!", the children look through the book and copy as many titles of stories as they can before the stop signal. The child with the most correctly copied titles is the winner. NOTE: Use this activity for poems and books as well as stories. Sometimes the students may work with all three forms at one time.

58h.2. Create a bulletin board of Our Favorites. Design a bulletin board, perhaps for a reading corner, around the theme of favorite stories, poems, and books. Provide a space for each child to be able to write his/her favorite story, poem, or book on the bulletin board. NOTE: This activity also corresponds with Objectives #54 and #57.

NOTES

OBJECTIVE	RESOURCES

58h.3. Provide string and strips of colored paper for students to create a 'Reading Ladder'. Each student writes on a strip of paper the title of a story, poem, or book that he/she has completed. The strip is then glued to the two lengths of string to create a ladder effect. Each time a child completes a selection, another rung goes on the ladder. This serves as a record of recreational reading. Children enjoy hanging their reading ladders on the front of their desks. This is a good ongoing reinforcement of reading. VARIATION: Use a color code for strips to indicate the types of selections read.



ADDITIONAL RESOURCES
for
STRAND I

FS 425	New Adventures in language Troll Assoc. 1970 Contents; Capitalization, puncturation, nouns, sentences, verbs. Loc: Wil, Cl
FS 425	New Adventures in language Troll Assoc. 1970 Contents: Introductions to English, Grammar, parts of speech, sentences, nouns, paragraphs, spelling, punctuation, capitalization, verbs, learning to write letters, using reference material. Loc: Jeff, McK, Lin, Ad, Mon
FS 421 Usi Loc:	Using punctuation and capital letters Scott Ed. Division 1963 JH1910 (6 filmstrips) Ike
FS 422	Words then and now SUE Loc: Mon
FS F	African ABC Troll, 1969 Loc: Ike
FS 301.16	How man has put himself on record Classroom Filmstrip Loc: Jack
FS 421 VE	Using plurals correctly SUE Loc: Cl
FS 425	Understanding the parts of speech Audio-Educ Inc., 1963 Loc: Jack

ADDITIONAL RESOURCES
for
STRAND I

FSR Basic Language Skills II: Punctuation
372.6 Learning Tree. 1977
Loc: Mad

FSR Grammar in words: form words
SVE
Contents: Introduction nouns, verbs, adjectives, adverbs
Loc: Jeff

FSR Grammar Rock
425 Xerox Films. 1975. 5fs/records
Contents: Conjections, nouns, interjections, verbs, adverbs
Summary: Rock music lyrics and cartoon characters to introduce parts of speech.

FSR Linguistic backgrounds in English -- Group I
428 SVE 1967 6fs/records
Loc: Ken

FSR Putting words in order; sentence structure
425 Troll Assoc. 1973. 6fs/cas
Contents: Subject and predicates/ subject and predicate agreement/what is a sentence?/ what is a noun?/ what is a verb?/ adjectives and adverbs.
Loc: Ad

FSR Situational language: activities for applying language arts skills
372.6 Knowledge Aid, 1400
Sit (5 fs, 5 cassettes, student activity book, guide)
Skills include: punctuation, capitalization, spelling, word meaning and techniques of proofreading.

FSR Using Good English
421 SVE
Contents: Building good sentences/ using plurals correctly/ possessives, contraction, and abbreviations/ using capitol letters and puncturation/ letter writing for a reason.
Loc: Lin, McK

ADDITIONAL RESOURCES
for
STRAND I

KIT 372.6	Continuous Progress Laboratory (Language Arts, series 300) Loc: Jeff
KIT 372.6	Continuous Progress Lab., (Language Arts, series 400) Loc: Jeff
KIT 421	Creative Punctuation Educ. Activities 1976 2 fs/cas, masters, guides Loc: Jeff, Cl
KIT 421	Gentle Art of Punctuation Educational Activities 1976 2 fs/cas, masters, guides Loc: Jeff, Cl
KIT 372.4	Reading--vocabulary development (Creature Features) by Eunice Insel and Ann Edson EducationalActivities. 1976 (5 cassettes, 10 booklets) Loc: Lin, Wil
TP 421	Elementary Pucntuation 3M Corp. Loc: Mad, Ken
TP 428	Nouns and verbs 3M Loc: Ken
TP 421 Pun	Punctuation Creative Visuals 1969 #421.9AO-SR (21 transparancies) Loc: Jeff

ADDITIONAL RESOURCES
for
STRAND I

CM Hoffman Language Arts reading program
Hoffman Info. Systems
(10 units w/records, films, book, worksheets)
Levels 1, 2, 3, 4, 5.
Loc: Ike

CM Language and How to Use It, Beginning levels
Language Activities kit. Scott Foresman. 1970 (text related?
Loc: Ike

CM Language Arts Activity Cards
Weber-Costello, n.d.
Loc: Jack

CM Words are fun - parts of speech
Loc: Jack

411 Cahn, William
ca The Story of Writing
Harvey House, 1963
Loc: Ken

411 Taylor, Margaret
tay What's your name?
Harcourt, Brace, and World, 1970
Loc: Ken

419 Helfman, Elizabeth
HE Signs and symbols around the world
Lothroup, Lee and Shepherd, 1967
Loc: Ken

STRAND II

LISTENING

OBJECTIVE	RESOURCES
3. Demonstrates understanding of directions, announcements, and introductions (attentive listening). (R)	3.1. Insel, Eunice, and Edson, Ann, Reading, Listening, and Comprehension Skills, Freeport, N.Y.: Educational Activities, Inc., Tape #2. Loc: Jeff., Lin., Wil.
	3.3. Wagner, Hosier, and Blackman, Listening Games. New York: Teachers Publishing Division of the MacMillan Co., 1972, p. 57.
4. Follows oral directions. (M)	4.1. Wagner, Hosier, and Blackman, Listening Games, p. 14.
	4.2. Wagner, Hosier, and Blackman, Listening Games, p. 38.
	LIBRARY RESOURCES: TA Following directions 372.41 Instructo #2260 FOL Loc: Ike

ACTIVITIES

NOTES

3.1. Using the 'Reading, Listening, and Comprehension Skills' tape, the students listen to the tape and follow the directions it gives on a piece of drawing paper.

3.2. Following Directions Game: The teacher gives a set of oral directions to small groups. After the pupils have followed the directions, they show their products to the class and explain what they did. Other pupils listen to see if the directions were followed correctly.

3.3. School Guide Game: One child pretends that he/she is a stranger and asks another child, "Where is the library?" The second child responds with detailed directions. Other questions could deal with the location of the principal's office, the nurse's office, or someone's home in the neighborhood.

* * *

4.1. Curious Traveler Game: The teacher begins by telling the children that each of them is going to be a curious traveler. The teacher gives them directions to act out: "The traveler stood up. The traveler looked to the north. He turned around and faced north. He stood on tip toe to see over his neighbor's shoulder." The teacher may modify the directions to fit the class.

4.2. When the children are ready for dismissal, the teacher says, "The row which has the boy with the red and white checked shirt will be dismissed first; the row which has the girl who is chairman of the bulletin board committee this week will be dismissed second. The third row to be dismissed will be the one which is next to the windows," etc. After all groups have been designated, the teacher will dismiss class, and the children will file out quietly in the sequence indicated. NOTE: Be sure that the descriptions used are common knowledge to all the children.

OBJECTIVE	RESOURCES
	4.3. Oklahoma Reading Council and the Oklahoma Curriculum Improvement Commission, A Bouquet of Reading Activities: Pick An Idea. Oklahoma City, Ok.: State Department of Education.
5. Listens and responds appropriately to other speakers in both formal and informal situations. (R)	5.1. Wagner, Hosier, and Blackman, Listening Games, p. 60.
	5.2. Wagner, Hosier, and Blackman, Listening Games, p. 65.
6. Listens to get main ideas. (R)	6.1. "Listen and Think" tapes, C2 and C4. New York: Educational Development Laboratories, McGraw-Hill. Loc: Jack., Jeff., McK., Wil.

4.3. Follow the Instructor: A number of instructor sheets are made prior to the game. Some are made more difficult by use of colors or symbols such as X's or circles in squares. Two students in each group work together, one as the instructor, the other as the follower. The follower is given a blank sheet of squares. The instructor gives directions, such as, "Darken the square that is two over to the right. Darken the square that is two over and one down." Students then compare the two versions, the instructor's and the follower's, to see if they match. Students then reverse roles and do another instructor sheet.

* * *

5.1. Speak Correctly, Please Game: The leader says a sentence in which a word has been used incorrectly. The player who recognizes the error must correct it, and then becomes the next leader. This game may be used for pronunciation, usage, or grammar. Correct responses may also be written by students.

5.2. Listen and Think Game: The teacher writes on the board a list of words that are missing from a story she has written. She then reads the story, and as this is done she pauses at certain places, and the members of the teams take turns in telling which of the words on the board should come next. The team with the greatest number of correct answers is the winner.

* * *

6.1. Students listen to tapes and complete the corresponding worksheets.

OBJECTIVE	RESOURCES
	"Primary Reading Program", tapes, Kankakie, Ill.: Imperial International Learning Corporation. Loc: Cl., Jack., Jeff., McK., Wil.
	Insel and Edson, "Reading, Listening, and Comprehension Skills," Tape #4. Loc: Jeff., Lin., Wil.
	6.2. Forte and MacKenzie, Kid's Stuff. Tennessee: Incentive Publications, 1969, p. 73.
	6.3. Smith, James A., Adventures in Communication, Boston: Allyn and Bacon, Inc., 1972, p. 123.
7. Listens to get supporting detail. (M)	7.1. SRA Reading Laboratory: Listening Skill Builders. Chicago, Ill.: Science Research Associates. Loc: All schools 7.2. Insel and Edson, Reading, Listening and Comprehension Skills. Tape #4 Loc: Jeff., Lin., Wil.,
	LIBRARY RESOURCES: TR 372.6 SUP Super ears 2 cas Lowel and Lynwood, 1976 958 Church St., Baldwin, N.Y. 11510 Contents: familiar sound identification, rhythm, loud and soft sounds, memory, etc. Loc: Jack., Lin., Mad.

ACTIVITIES	NOTES
6.2. The teacher selects several short paragraphs to be read to the class. Write titles for the paragraphs on separate strips of paper, and place these on the chalkboard ledge. Include a few extra titles which would not fit any of the paragraphs. Read each paragraph to the class. The pupils select the best title for each paragraph.	
6.3. Read stories to the children in which the plot is constructed around a breakdown in communication due to faulty listening. Discussion of these stories will help bring out the need for careful listening. Ex: "The Hot Weather Mix-Up", (Jack and Jill, July, 1957), "The Story of Slow Joe" (Safier, The Listening Book), and "The Tar Baby" by Joel Chandler Harris.	
* * *	
7.1. The teacher reads the story and student complete corresponding worksheets.	
7.2. The student listens to the tape and writes his/her answers on paper.	
7.3. On a sheet of paper draw six houses. Do not draw them in rows. Make the houses basically alike, but do provide subtle differences for each house. (Ex: driveway entering from the left instead of the right, or eight windows instead of six, etc.) Give these directions: "Choose a house and describe it to a friend. See if your friend can find the exact house that you described.	

OBJECTIVE	RESOURCES
8. Listens to obtain information which can be repeated or paraphrased. (I)	8.1. Anderson, Language Skills in Elementary Education, p. 86.
9. Distinguishes between statements of fact and statements of opinion. (I)	9.1. Listen and Think, Tape C 15. Loc: Jack., Jeff., McK., Wil. 9.2. Forte and MacKenzie, Kid's Stuff, p. 185.

ACTIVITIES

NOTES

8.1. Divide the class into pairs. Ask pupils to interview each other about hobbies or special interests. Then have each interviewer tell the class or write what the person said.

8.2. Follow the Directions Game: The first player stand. The teacher states three or four simple directions (i.e., go to the door, open and close it twice, turn around four times, and go back to your seat.) The player must restate the directions given and then follow them in correct order to score a point. The player with the most points at the end of the game wins.

8.3. Students listen to short poems on records or tape or read by the teacher. During class discussion of the poem, they repeat key phrases and paraphrase the ideas.

8.4. See IV, 21a.4.

* * *

9.1. Students listen to tape and work corresponding worksheet.

9.2. Read to the students the story of "Snow White and the Seven Dwarfs," or another similar fairy tale involving several characters. In discussing the story, ask pupils to think about the kind of person a character was in the story. Give each student a chance to say what kind of person one of the characters was. Students should support their feelings about characters with facts given in the story. Remind pupils that they are stating their own opinions, and they must support these opinions with facts from the story.

OBJECTIVE	RESOURCES
10. Uses contextual clues to determine the meanings of words. (I)	10.1. Imperial-Primary Reading Program. Tape #31 and corresponding worksheet. Loc: Cl., Jack., Jeff., McK., Wil.

ACTIVITIES	NOTES

9.3. Find a picture in a book or magazine that shows a common household scene. Show the picture to the class and have them provide sentences which describe the scene and what is happening. Write their sentences on the board, or let them write them. Then number the sentences and have them divide a page into two columns, fact and opinion. They will put the numbers of the sentences in the columns according to whether they think that idea is a fact or an opinion. After they have categorized the ideas, go back and discuss the sentences with the class. This is an activity which should not be graded, because there will be sentences which could be classified easily in either category. Use this activity as a springboard for future discriminations between fact and opinion.

* * *

10.1. Teakettle Game: One student leaves the room while the class selects the homonym they will use. (i.e., sun/son) The student returns and listens to clue sentences from others. In clue sentences the homonym is replaced by the word, 'teakettle.' Example: I am my father's teakettle. The teakettle rises in the east.

10.2. Prepare a number of sentences with words that have more than one meaning, depending upon the context in which it is used. Ex: addition used in two different sentences which express different meanings: "I think addition is easy. They just added a new addition to their house." After reading a sentence, ask students to identify the meaning of the word given by the use in the sentence.

ADDITIONAL RESOURCES
for
STRAND II

FSR 301.34 OUR	Our wourld of sights and sounds SVE, 1967 Loc: Lin, Wil
KIT 371.333	Auditory perception training --discrimination DLM. 1970 (17 cassettes, 34 spirit masters, guide) Loc: Mon
KIT 371.333	Auditory perception training -- Memory DLM. 1970 (15 cassettes, 30 spirit masters, guide) Loc: Mon
DR 372.6 Rea	Readings and dramatizations for communicating D.C. Heath 1973 Levela 4, Level 5 - 2 records; Level 6-3 records Loc: Ken
DR 821 Non	Nonsense Verse of Carroll and Lear Caedon Loc: McK
TP 372.62 Int	Introduction to listening 3M 1968 (Speech packet, no.2) Loc: Kennedy
TR 372.6 Lis.	Listening skill builder tapes 1a, 1b, 1c SRA for use with SRA Reading Laboratory 1a, 1b, 1c (2 cassettes, manual) Loc: Lin, Mon
TR 808.8 Lis	Listening book Spoken Arts, 1971 6 Cas, guide Loc: McK

ADDITIONAL RESOURCES
for
STRAND II

TR 811	Ciardi, John The king who saved himself from being saved (and other poems) Spoken Arts Loc: McK
TR 808.8 Mar	Mark Twain Spoken Arts, 1975 6 Cas Loc:
EARS	Economy Co. 1971, 1974 (10 cassettes, pupil books) (K-1st grade) Loc: C1
Prof. 372.24 Ha	Harris, Mary Imogene A handbook of speaking and listening activities for the elementary school. T. S. Denison, 1971 Loc: Mon, Jac

STRAND III

SPEAKING

OBJECTIVE	RESOURCES
2a. Demonstrates proficiency in the mechanics of speech through enunciation of speech sounds. (R)	2a.1. Opportunities for Creativity and Communications Booklet I Teacher's Manual, Institute for Behavioral Research in Creativity. 1570 South 1100 East, Salt Lake City, Utah.
	2a.2. Anderson, Language Skills in Elementary Education, p. 50.
2c. Demonstrates proficiency in the mechanics of speech through volume. (R)	2c.1. Forte and MacKenzie, Kid's Stuff, p. 2.

ACTIVITIES NOTES

2a.1. First Letter Exercise: Split the class into two teams. Have members of each team respond, alternating between teams, to the task of saying a word which starts with the letter 'b'. Each student will have five seconds to respond; if he/she misses, it is the other teams turn. If the response is correct, the team scores a point. Students should be encouraged to think of new words as long as they can. If the other team catches a person who says a word that has been used before, it becomes their turn. VARIATION: Use other letters or first and last letters.

2a.2. Fishing Game: Select pictures representing words which contain sounds the class has been studying. Put paper clips on each picture, then put pictures in a pail or box. Attach a magnet to a string hanging from a pole. After lifting the picture out of the pail, the child tries to say the name of the picture. If correct, the child keeps the picture. If incorrect, the child must put the picture back and try again.

* * *

2c.1. Tell It Like It Is: Provide paper bags, crayons, paste, colored paper, buttons, yarn, and other 'materials' for the pupils to use to make paper bag puppets. Ask pupils to make a paper bag puppet to portray an animal. When puppets are completed, ask each pupil to take a turn to stand in front of the class with his/her puppet. Pretending to be the puppet, the child may use three complete sentences to describe himself/herself to the group. The pupil who identifies the animal by using a whole sentence gets to be next. The game continues until all pupils have had a turn.

OBJECTIVE	RESOURCES
2d. Demonstrates proficiency in the mechanics of speech through rate. (R)	

ACTIVITIES	NOTES
2c.2. Creative Dramatics: Select simple stories for a small group to perform. Often familiar fairy tales are easy, and stories from reading are popular. Students work in small groups to plan their story and characters. They perform it before the class, varying volume according to character and action. 2c.3. Oral Reading: Students select a short poem or story to read to the class. Allow them practice time to know their selections. Help them to look up from books during practice. During the oral reading, the teacher sits at the back of the room. If anyone can't hear, the teacher or students raise their hands. The student adjusts his/her volume of reading until hands are down. Audience members raise their hands anytime they are having difficulty hearing. * * * 2d.1. Choral Speaking: Choose a selection and read it together or in pairs until everyone understands it. Have each person read a line so you can decide if his voice is high, medium or low. Group all the voices with the same quality together and use them for certain lines. Decide together if some lines should be spoken in solo or in small groups. Vary the rate of speech according to the meaning of the lines. 2d.2. Let children tape record their own voice. Allow the child to evaluate enunciation, stress, pitch, volume, and rate.	

OBJECTIVE	RESOURCES
3. Gives oral reports. (I)	LIBRARY RESOURCES FS 421.5 Talking time series, set I 8 fs McGraw Loc: Ike
4. Selects an appropriate topic for a report. (I)	4.1. Forte, Pangle, Mini-Center Stuff, Nashville, Tenn., Incentive Productions, 1976, p. 151.
	4.2. Anderson, Paul S., Language Skills in Elementary Education, London, p. 357.

ACTIVITIES	NOTES
3.1. Peddlers Pack: Students put small items from a story into a brown bag. As the child tells the story he/she holds up the object.	
3.2. Talking Book: Children create a talking book. They select a topic, plan the ideas, and illustrations, and tape record the 'talking part'. They play the tape and turn the pages for the class. This works best for small groups and is easily integrated with other subject areas. Some groups may wish to play a record in the background while they tape the audio portion.	
* * *	
4.1. Give these directions on the board and let the child either work alone or in a group. You have been employed to travel and promote your state in hopes that more people will want to visit, build factories, or move to your state. Use your encyclopedia and learn more about your state. Make a brochure that includes pictures and information about your state.	
4.2. Have the class record the experiences they have shared or special information they have gained from study trips, special classroom activities, films, filmstrips, or visits of resource people. As children discuss the events which they will include in their reports, the teacher guides the group in determining proper sequence, in selecting contributions which best describe the situation, and in choosing words and phrases which are colorful and descriptive.	

OBJECTIVE	RESOURCES
5. Expresses ideas and opinions in group discussion. (R)	
6. Limits remarks to the purpose of discussion. (M)	

ACTIVITIES

NOTES

5.1. Things to Talk About: The teacher suggests a topic, (i.e., 'What makes me happy') students go around in a circle sharing their thoughts and opinions on the topic. After everyone has had an opportunity to share, the children can go back around and try to recall as many things they can about how their fellow classmates feel about that particular topic.

5.2. Brainstorming: Students in small groups suggest as many solutions or alternatives as they can think of. The goal is quantity of responses that fit the purpose. No qualitative judgement of responses is allowed.
Possible topics:

1. Ways to improve the classroom.
2. Uses for a hundred left-over milk cartons.
3. Materials to do rubbings of.
4. The best way to make friends.
5. Inventions that are needed.

* * *

6.1. Gong Show: During a class discussion of a topic, the teacher, aide, or leader, uses a bell, gong, or buzzer when students get off of the topic. This should be an occasional exercise aimed primarily at the group as a whole rather than individuals.

6.2. Panel Discussion: Instruct children to choose a subject, story, or other idea pertaining to their area of interest. Put the children into small groups with one child, the leader, giving an introduction. The leader and all group members are responsible to encourage others in speaking.

6.3. Box of Ideas: Put different ideas into the box. Child draws from the box and then talks about that idea. Ex: Where would you like to live? Who is your hero? Why?

OBJECTIVE	RESOURCES
8. Allows others to finish speaking before beginning to speak in a conversation. (M)	
9. Uses the telephone courteously for social and practical purposes. (R)	9.1. Telezonia Kit, Telephone Co., Educational Relations Contact, Mrs. Marva White, 707 N. Robinson, Room 1001, Okla. City, Okla. 73126 (405) 236-6076

ACTIVITIES

NOTES

8.1. Show and Tell or any type of Discussion: Record on tape and play back to children. Let them listen to the tape, and have each student count the times he/she broke in on conversation before the student or teacher finished speaking. Do not tell children that the tape is on.

8.2. Pantomime: Have each pupil choose a hat from a box of hats, and pantomime the character suggested by the hat. (i.e., nurses hat, fireman's hat) Give 10 minutes for planning a play in which all characters must speak. Your characters dictate the 'titles'. Emphasize the time limit. NOTE: Items other than hats can be used.

* * *

9.1. Ask students to role play a phone call and make conversation about one specific idea. Suggested topics: weekend plans, emergency calls, party invitation, or you are Mary's teacher. Mary has missed three days of school. You call Mary's mother to tell her what the class has been doing.

9.2. Phone Rules: Print these rules on a bulletin board display. Let the children illustrate the different rules, explaining their drawings to the class. Put the illustrations on the bulletin board.

1. Keep calls pleasant but brief.
2. Don't force others to wait.
3. After hanging up, wait a few minutes before placing another call.
4. Make certain to replace receiver carefully.
5. Give up the line immediately in case of an emergency.
6. Always answer promptly.
7. Never interrupt needlessly or click the phone.

OBJECTIVE	RESOURCES
10. Words questions so that the answer sought is the information received.	

ACTIVITIES

NOTES

10.1. Famous Persons Game: One person thinks of a famous person (past or present) and initials of the first and last name (Ex: George Washington = G.W.) This person announces, "I am G.W." Students may ask questions which can be answered by yes or no. The student who guesses correctly gets to be the next famous person.

10.2. Quiz Show: Have students write questions and answers for a television quiz show. The teacher provides a topic from recent studies (Science, Social Studies, etc.) They design and perform a quiz show in small groups.

10.3. Students pretend they will interview a famous person or character from a story. They write questions for the interview. Some may wish to role play the character and try to answer the questions.

ADDITIONAL RESOURCES
for
STRAND III

DR 398.2 Sta	The star maiden and other Indian tales told by Anne Pellowski Loc: Ike
DR 808.1 Poe	Poetry parade: poets read their poetry for children Weston Woods Loc: Ike, Ken
DR 811 Fro	Frost, Robert R. Frost reads the poems of R. Frost Decca Loc: Ike
TP 372.62 Bas	Basic Speech 3M 1965 (English packet, no. 8) Loc: Ken
TP 372.62 Com	The communication process 3M 1968 (Speech packet, no.1) Loc: Ken
TP 372.62 Int Loc:	Introduction to discussion 3M 1968 (Speech packet, no. 3) Kennedy
Prof. Dec	Decker, Isabelle M. 100 novel ways with book reports. (Intermediate-Up) Citation Press, 1969 Loc: Central Collection
Prof. 372.24 Ha	Harris, Mary Imogene A handbook of speaking and listening activities for the elementary school. (Primary-Intermediate) T. S. Denison, 1971 Loc: Mon, Jack

ADDITIONAL RESOURCES
for
STRAND III

Prof. 372.6 Hur	Hurwitz, Abraham B. Games to improve your child's English. (Primary-Intermediate) Simon and Schuster, 1969. Loc: Ken
Prof. 372.622 Sco	Scott, Louise Binder Talking time; for speech correction and speech improvement. Webster publishing, 1951. Loc: Ken
Prof. 371.37 Sta	Stanford, Gene Learning discussion skills through games. (Intermediate-Up) Citation Press, 1969. Loc: Central Collection
Prof. 372.6 Tur	Turner, Thomas T. Creative activities resource book for elementary school teachers. (Intermediate) Reston Publishing Co., (Prentice-Hall), 1978. Loc: Central Collection

STRAND IV

READING

OBJECTIVE	RESOURCES
2c. Develops auditory discrimination by: identifying and formulating rhyming sounds. (R)	2c.1. Silverstein, Shel, Where the Sidewalk Ends, Koch, Kenneth, Wishes, Lies, and Dreams, Chelsea House, 1970. Ross, David. Illustrated Treasury of Poetry for Children. Grosset & Dunlap. 2c.3. Word Games for Learning Grammar. Prentice-Hall Learning Systems, p. 21. LIBRARY RESOURCES: GA Fun with rhymes 421 Instructo FUN Loc: Mad.

ACTIVITIES

NOTES

2c.1. The teacher reads the first few lines of a selected poem, and the children recite the lines in the same tempo, mood and phrasing. The entire selection is taught in this manner, a few lines at a time. The teacher and the class then read the entire selection in unison.

2c.2. Choral reading of a short poem: The teacher begins by reading the following poem. The children are divided into groups of two or three. The teacher reads the first line, and each group reads another line in succession:

Ho, for the wild winds of meddle-dee-bar! We sailed on for days to the
islands so far. Then we danced and we sang and we shouted "Har-Har!"
Ho, for the wild winds of meddle-dee-bar!

2c.3. Mimeograph or write on the board:

Use the clues to think of two words that rhyme:

1. face horse
   ____ _____ (phony pony)
2. fast little chilken
   _____ _____ (quick chick)
3. unhappy lad
   ___ ___ (sad lad)
4. comical rabbit (funny bunny)
5. tired flower (lazy daisy)
6. overweight rodent (fat rat)
7. improved writing (better letter)
8. wet puppy (soggy doggy)
9. very warm pan (hot pot)

OBJECTIVE	RESOURCES
3b7. Uses phonetic analysis to: recognize the schwa vowel. (I)	3b7.1. Hurst, Carol, "Textbook Plus," Early Years, May 79-80, p. 39.
	3b7.2. Hurst, "Textbook Plus," p. 39.

ACTIVITIES

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3b7.1. On the outside of a folder, make two grids of 12 three inch squares. When you number the grids 1-12, have the grids run opposite ways so players can sit across from each other. Draw two simple pictures on 9 X 12" cardboard. (They may be identical) Mark off the backs of the pictures in 3" squares, outlining one set in red and the other in green. Number these sets of squares 1-12. Make twenty four 2 X 3" cards. Write the words from the list below on the cards, dividing the words into syllables and using a red marker to indicate the schwa. Write the word again without the schwa or syllable division, at the bottom of the card.

fan-ta-sy
mar-ga-ine
dis-a-gree
trac-tor
im-i-tate
e-vil
can-non
nor-mal
hus-band
mi-nus
nat-u-ral
di-rect
stu-dent
bal-co-ny
ci-der
hy-drant
li-on
bal-loon
a-bove
king-dom
a-lone

Write these directions on the back of the folder: One player takes all the red outlined cards and puts them on his/her grid, number side up. The second player does the same with the cards outlined in green. The word cards are dealt out to the players, each receiving 12. Player A reads the word at the bottom of one of his cards to Player B. Player B tells where the schwa is in that word (first, second, or third syllable). Player A checks the word at the top of the card. If Player B is correct, he/she turns over one of his numbered squares. Play continues until an entire picture is revealed.

3b7.2. Smile at the Schwa Game: Make a grid of 3" X 4" rectangles across the inside of a folder. You will have 18

OBJECTIVE	RESOURCES
6a. Uses structural analysis to: recognize and identify the meanings of root words. (R)	6a.2. Cory, Beverly, Birdseye View of Language Arts, Belmont, CA: Fearon-Pitman Publishers, Inc., p. 92.

squares. Write these word sets in the grid, two to a square with the underlined letters drawn in red marker.

gather/gather
awake/awake
even/even
golden/golden
often/often
about/about
lemon/lemon
level/level
panda/panda

actor/actor
surprise/surprise
problem/problem
circus/circus
travel/travel
forgive/forgive
picture/picture
major/major
local/local

Create an answer key for the game on 6" X 6" cardboard folded in half:

gather
surprise
golden
travel
lemon
major
actor
even
circus

about
picture
panda
awake
problem
often
forgive
level
local

Make 18 smiling faces about ½" in diameter. Write these directions on the folder: Say the word in each box. Decide which of the red vowels uses the schwa sound. Put a smile face by that copy of the word. Check the key to see if you were correct.

* * *

6a.1. Build a Big Mac: Make a number of 'meat patties' out of brown paper and laminate them. Make a bun of prefixes and a bun of suffixes. The meat is the root word. The buns have different prefixes and suffixes. Put all in a box and the students build Big Macs.

6a.2. On an activity sheet, tell students to find one word in each list that was not built from the root word at the top. Cross it out. If you are not sure, think of what the root word means.

OBJECTIVE	RESOURCES
	LIBRARY RESOURCES: KIT 372.61 STR Structural analysis: creature features by E. Insel and A. Edson Educ. activities, 1974 Loc: Jeff., Lin., Win.
6b1. Recognizes inflectional forms and their influence on words to which they become attached: inflections that indicate number (s, es). (R)	6b1.2. Cory, Birdseye View of Language Arts, p. 53.

connect
disconnect
connection
Connecticut

happy
happiness
happening
unhappy

end
endless
endanger
unending

love
loveable
undloved
clover

kind
kindle
kindness
unkind

please
pheasant
pleasant
unpleasant

ripe
ripple
ripen
unripe

cycle
bicycle
icicle
motorcycle

nation
national
carnation
nationwide

electric
electricity
election
electrical

mother
smothered
motherly
motherhood

* * *

6b1.1 As the teacher reads nouns or verbs that are singular or plural, have the students clap once if it is singular and two or more times if it is plural.

6b1.2 For verb number, write on the board or ditto the following:

Fill in the blanks, adding s or es to the word under the blank. Change the y to i if you need to.

Each night, Alexander (hurry) to the club where he (work) . And each night, a crowd (gather) to hear him play. Alexander (start) to tap his foot. He (snatch) his trumpet and plays it for a while. He

OBJECTIVE	RESOURCES
6b. Recognizes inflectional forms and [illegible] their influence on words to which they become attached: inflections that indicate simple tense (s,ed,ing). (R)	

ACTIVITIES

NOTES

(beat) the drum. He (strum) the guitar. He (play) the tuba. Sometimes he (hum) along. When he is done, he (grin) at the audience. "Hooray! More!" everyone (cry). Alexander (wish) he could play all night.

6b1.3 Singing for Singulars and Plurals: The teacher provides a list of words or set of cards with singular or plural nouns. A student draws a card, or takes a turn, and identifies whether the word represents one or more than one (singular or plural). All students get a chance to play. All of the students who incorrectly classify their words join a chorus which will sing a song to the winners at the end of the game.

* * *

6b2.1. Provide a list of famous people from past and present, and classify them as past or present. Discuss the concept of time and tense. Using these famous people as subjects, list a present tense verb form and two parallel sentences with blanks for verbs to be converted to the proper tense.

WANT: Washington ______ to be a good president.
Reagan _______ to be a good president.

After a few trials, let the students suggest famous athletes, explorers (space?), etc... and create the sentence pairs for each other.

6b2.2 Find a paragraph written in the past tense that would be silly written in present tense. (Historical materials are usually in past tense.) Let the students change the verbs to present tense and read it aloud.

OBJECTIVE	RESOURCES
6b4. Recognizes inflectional forms and their influence on word to which they become attached: inflections that indicate comparisons of adjectives and adverbs. (M)	6b4.1. Hurst, "Textbbok Plus," p.41.
7. Recognizes and indentifies meanings of common prefixes and suffixes. (M)	7.1. "Suffix Review," *Word Games for Learning Grammar*, *Crossword Puzzle*, p. 11 "Suffixes" worksheet, *Word Games for Learning Grammar*, p. 8.

6b2.3. Time Bomb: Have the students plan, design, and create a bulletin board with the title 'Time Bomb.' They must visually communicate the concept of past, present, and future tense. It should be their way of explaining tense. VARIATION: Time Machine or Time Capsule.

* * *

6b4.1. On word cards, print these words:

pretty
ugly
wise
funny
nice
high
silly
hard
kind
tiny
new
hot

Make the following word-ending card in a size proportionate to the word cards:

nest
est
iest
get
est
ier
ier
iest
ter
er
est
est
ier
er
ier.

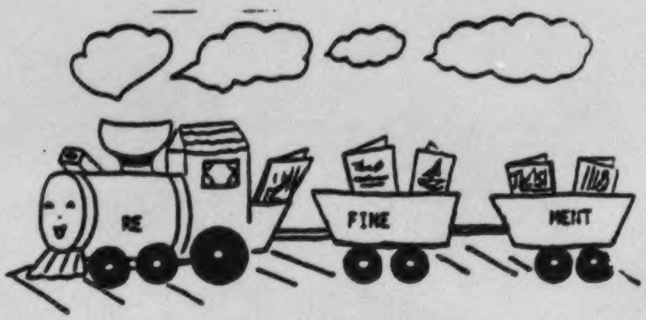
Have the children match the word-endings by paper clipping them on the correct word cards.

6b4.2. The Best of Est: Children illustrate superlative (est) forms of words, such as prettiest, scariest, craziest, etc.. They may share their drawings with the class. The class may vote on the best illustrations. They may want to display their illustrations.

* * *

7.1. Cut out three types of railroad cars, approximately 3" high each. Engines should be white, passenger cars should be blue or yellow, and the caboose should be red. Make several sets. Write common prefixes on the engines, roots on the passenger cars, and suffixes on the caboose cars. Given a set of definitions printed on drawings of track, students paste the appropriate cars on the track. VARIATION: Let the

OBJECTIVE	RESOURCES
	LIBRARY RESOURCES:
	CC Word wise: prefixes 16 mm P. i. 10½ min. BFA Loc: cc
	CC Word wise: suffixes 16 mm P. i. 12 min. BFA Loc: cc
	7.2. "Number Prefixes" worksheet. *Word Games for Learning Grammar*, Prentice-Hill Learning Systems, p. 7. Loc: Curriculum office
8. Identifies the number of syllables in a word. (I)	



students cut and color the cars. Let them write definitions on the track page and the proper words and affixes on the appropriate cars.

7.2. Have students make number prefix notebooks. They collect as many words as possible which use number prefixes. They classify by the prefix. Definitions of the words should be included in the notebooks. Recognition can be awarded in three categories: the uni award, the bi award and the tri award. Give them each, one, two, or three things. The coordinated worksheet prepares students for the number prefix notebook.

* * *

8.1. Using poetry as a stimulus, the teacher reads aloud emphasizing meter. The children clap their hands in time with the reading. The teacher selects words from the poem to discuss the number of syllables in them. They again, clap their hands to the syllables. VARIATION: Use the lyrics to popular music.

OBJECTIVE	RESOURCES
9. Divides words into syllables. (I)	9.1. Wagner, Hosier, and Blackman, *Language Games*, Teachers Publishing, Division of The MacMillan Co., p. 55.
	9.2. Metzner, Seymour, *One Minute Game Guide*. Palo Alto, CA: Fearon Publishers, p. 9-10.
10. Recognizes and formulates compound words. (R)	10.1. Hurst, "Textbook Plus," p. 40.

ACTIVITIES	NOTES

8.2. Using the prescribed metric pattern of short poetry forms like haiku or cinquain, the students write poetry with required numbers of syllables in various positions. Ex: First line = your first name. Second line = two 2-syllable words. Third line = one 3-syllable word. Fourth line = your last name.

* * *

9.1. Make cards containing the syllables of words from weekly spelling lists, which students are familiar with. Mix the cards and have each child draw one. After the players read aloud the syllables on their cards, they find their other players who have the other parts of their words. When a word is formed, it is written on the board by the child who has the first syllable.

9.2. Get Together: The teacher writes a three syllable word on the board, with the syllables on three different sections of the board. The students are to rewrite the word correctly. The first child chosen with th correct word may write the next set of syllables on the board. VARIATION: Inexperienced children may work with two syllable words. Advanced classes may work with many syllables or with two words written on the board with random placement of their syllables.

* * *

10.1. Make butterflies 4" high and pairs of wings for each not more than 4" across. Cut each wing into halves. On the body of one butterfly write the words, 'building which signals sailors', on the top left wing piece, print the word, 'light.' On the bottom left wing piece print the word 'lamp,' and on the top right wing piece print the word, 'house.' On the bottom right wing, print the word, 'home.' Other butterflies: (1) 'body-part of day,'

OBJECTIVE **RESOURCES**

10.2. *Spice*, Vol. II: Primary Language *Arts.* Educational Service, Inc. p. 10.

LIBRARY RESOURCES:

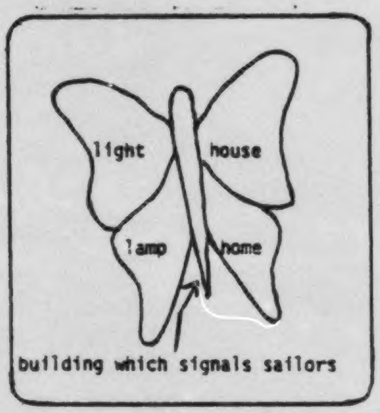
CC Word wise: compound words
16 mm
P. i. 10 min.
BFA
Loc: cc

ACTIVITIES	NOTES

Upper left wing (ULW)-'after', bottom left wing (BLW)-'coming later', Upper right wing (URW)- 'noon', Bottom right wing (BRW)-'midday'.

2) Body-a game, ULW-base, BRW-a starting place, URW-ball, BLW-round toy.
3) Body-musical instrument, ULW-bag, BLW-sack, URW-pipe, BRW-tube.
4) Body-make believe person to frighten cows, ULW-scare, BLW-frighten, URW-crow, BRW-blackbird.
5) Body-machine to move water or make electricity, ULW-wind, BLW-strong breeze, URW-mill, BRW-factory.

Have students put the butterflies together to form the compound words with their definitions.



10.2. Cut out pictures of parts of compound words. Glue them on to tag board. Have the children match the pictures to form compound words. (cup + cake)

* * *

OBJECTIVE	RESOURCES
11. Identifies the meanings of contractions. (M)	
12. Identifies the meanings of common abbreviations. (M)	
13a. Uses context clues to determine the meanings of new words: clues of definition: (I)	13a.1. Wagner, et al., Language Games, p. 116-117.

ACTIVITIES

NOTES

11.1. Concentration: Create a set with blue cards having a contraction written on them and red cards having the component words. Students play concentration with the cards, matching the red and blue cards. If the student makes a correct match, he/she gets one point.

11.2. Contraction Baseball: Divide the class into two teams. The 'batter' has to write a given contraction on the board. If done so correctly, the batter moves to first base, etc. If the batter is incorrect, it is an out.

* * *

12.1. Cut out pictures from magazines and paste on heavy oaktag. Have the children match the pictures with abbreviations. (doctor, street, month, days of the week, etc.)

12.2. Use old manilla folders and make pockets for the inside. Place lists of words and their abbreviations inside the folder. Let the children match the abbreviations with the correct words.

* * *

13a.1. Private Eye Game: Each player brings a new word to class, which he has written in a descriptive sentence or paragraph, carefully proofread. The class is divided into two teams. The first player on team one carefully pronounces the new word he/she has selected, and reads the sentence or paragraph. The second, third, and fourth members of team one are the private eyes' who attempt to determine the meaning of the word. Each can make only one guess; if one of them is correct, team one receives one point. The players on the two teams alternate reading their sentences, and in each case the three players sitting next in line behind the reader are the

OBJECTIVE	RESOURCES
13b. Uses context clues to determine the meanings of new words: clues of restatement, such as appositives. (M)	

'private eyes.' VARIATION: The teacher may assign the new words to the players in order to avoid repetition. Cautions: 1) Players should be encouraged to write sentences or paragraphs that will reveal the meaning of the new words through context, 2) teams should not be announced until the game starts, so that players are not tempted to reveal word definitions to team members, and 3) the teacher or judge will rule on the accuracy of the answers.

13a.2. Play definition hangman: The blanks under the hangman box should represent a short definition of a term. Players guess letters as in regular hangman, but do not get the points unless they can name the term the definition represents.

* * *

13b.1. Put on the board ten new vocabulary words. Check to see if any of the children have an idea about the meaning of any words. Following a discussion of what they think the words might mean, provide a worksheet of sentences that resetate the meaning of the new words. (ex: The midge, a fly so tiny I could hardly see it, settled on the surface of the water.) Then go through each new word, writing the correct definition as discovered by the children through the clues of restatement in the sentences.

13b.2. Write a series of sentences on the board that are written in the appositive form:

My _____, my father's sister, is very nice.

Her _____, a mane of golden curls, looked beautiful.

OBJECTIVE	RESOURCES
13c. Uses context clues to determine the meanings of new words: clues of contrast and comparison. (I)	13c.1. Farnette, Forte, and Loss, Special Kid's Stuff, Nashville: Incentive Publications, 1976, p. 62.

His _____, a red Corvette, was the envy of his friends.

The _____, a tomboy at heart, climbed the tree.

Discuss the words that would complete the sentences. How did they know? Divide the sentences into three parts: the subject, the restatement, and the predicate parts. VARIATION: 1) Students fill in the blanks of teacher written sentences. 2) Students write sentences with the blanks. 3) Make a game where one student writes the first part, a second student writes the second part, and a third student writes the third part. Read these aloud and write on the board.

* * *

13c.1. Riddle Roundup: Start a collection of riddles or have students make up their own and exchange them with friends to guess the riddle. Remember to put at the bottom the number of blanks in the answer to the riddle. (I am a _ _ _).

13c.2. Smoogle Sleuths: Using the nonsense word 'smoogle' to substitute for names of things, write two or three comparison contrast sentences on the board:

A smoogle is like a ________.
A smoogle is bigger than a ________
  but smaller than a _______.
A smoogle is prettier than a _______
but uglier than a ________.

Let children guess what is a smoogle. VARIATION: Let children model an object from clay or draw a picture. Then help them write sentences using conparison/contrast smoogle riddles for classmates.

OBJECTIVE	RESOURCES
13d. Uses context clues to determine the meanings of new words: descriptive words or phrases that imply the meaning of a specific word. (M)	LIBRARY RESOURCES: FS Word detective 425 Popular Science WOR Loc: Mad., McK.
14a. Use a dictionary to determine meaning and pronunciation of new words: knows the alphabet sequence sufficiently to find words easily. (I)	

ACTIVITIES

NOTES

13d.1. On tagboard write descriptive words or phrases giving information or characteristics of a particular word. Ex: "The soft, cuddly, furry kitten ran." You may want to pick a particular classification of words such as animals, things, food, etc., in making the descriptive phrases. After the children read a strip, check to see if they can recall some of the information learned concerning that word.

13d.2. On a large strip of cardboard write the sentence form "A _______ is a _______, _______, and _______ animal." Color the first blank white, the second blue, and the third yellow, and the fourth rd. Make cards to fit into the blanks. Five white cards have: dog, horse, goat, giraffe, and cardinal. Five blue cards have: hairy, dirty, large, tall, red. Five yellow cards have: cute, horned, hoofed, long-necked, feathered. Five red cards have: barking, butting, racing, spotted, and singing. Let students experiment with placing words in their color coded slots. Let them create new words and write them on colored cards. VARIATION: Create a similar form for other categories, such as cars, houses, foods, etc.... Let the students suggest categories and make the cards.

* * *

14a.1. Make a worksheet with blanks provided before the letters. Students write in the letter which appears before each letter in the alphabet. Ex:

______q ______c _____u ______z

14a.2. Provide a short list of words to be alphabetized by first letter. Words may come from vocabulary, spelling, reading, social studies, etc. As the students skills increase, have them

OBJECTIVE	RESOURCES
14b. Uses a dictionary to determine meaning and pronunciation of new words: identifies guide words and understands	14b.1. Wagner, et. al., Language Games. p. 59.

ACTIVITIES

NOTES

alphabetize the same list by first and second letter, first, second and third letter, etc.

14a.3. Instruct the children to line up their classmates in alphabetical order by first names only. Or have them line up by last names only. VARIATION: Let the class members each write their middle names on the board. Then they alphabetize themselves by middle name. Perhaps they would like to sit in that order for the day. Let them identify other ways to be alphabetized: names of the streets in addresses, mother's first names, etc...

14a.4. Given seven words on cards, the child correctly sequences them in alphabetical order in less than 30 seconds.

14a.5. Divide the alphabet into three parts, and label the three areas of the blackboard: A-G, H-P, and Q-Z. Write or say letters for the children to identify which division they belong in. Let them write the letters in the proper areas of the board. VARIATION: Use boxes or baskets and cards with the letters.

14a.6. Have students practice opening their dictionaries to the first, second, or third divisions. Tell them to open to the division of H-P and write down the guide words found on the page to which they opened.

* * *

14b.1. Dictionary Detective: Divide the class into three or more teams. The teacher puts on the board a diagram of dictionary guide words such as:

OBJECTIVE

how to use them
to find a word.
(I)

RESOURCES

14b.2. Imogene Forte and Mary Ann Pangle, Mini Center Stuff. Incentive Publications, p. 31.

LIBRARY RESOURCES:

FS 423 PU	Putting dictionary skills to work Audio-ed. Loc: Lin.
KIT 423 DIC	The dictionary SUE, 1977 4 fs, 4 cas, skill booster cards Loc: McK.

greenish 290 grit

grizzled 291 growl

grown 292 guilty

guinea 293 gyps.

The teams are situated so that each member can see the board. The teacher has a list of words which includes which page each word appears according to the guide words. The teacher tells pupils that they are going to be 'dictionary detectives' because they will discover the page on which a word is to be found. The guide words on the board are the detectives chief helpers (clues). The teacher pronounces the first word on the list. The first player on team one looks at the guide words and says the page number on which he thinks the word may be found. If he/she is correct, team one gets a point. The teacher then pronounces a word for the first member of team two. Play continues until all words have been pronounced. The team with the most points is declared the winner.

14b.2. Icy Words: Draw and cut out a shape to resemble an ice chest. Print these directions on the ice chest: Fill the ice chest for the picnic. Find each of the following words in the dictionary, and write the two guide words that are found on the same page.
Word list:

ice
tea
sandwiches
watermelon
milk
potato chips
cookies
chicken
lemonade
soda pop
cake
eggs.

OBJECTIVE	RESOURCES
14c. Uses the dictionary to determine meaning and pronunciation of new words: identifies boldface entry words and recognizes that they are divided into syllables in most dictionaries. (I)	14c.1. Forte, MacKenzie, Kid's Stuff, Nashville, Tenn., Incentive Publications, 1969, p. 135.

ACTIVITIES | NOTES

VARIATION: Print the word list on cut out shapes to put in the chest, or have students cut out the shapes. Or, provide ice cubes for the guide words to be written on and put in the ice chest.

14b.3. Provide several copies of the telephone directory. Using yellow pages classifications, tell the children you need a plummer. Have them locate or help you locate the product or service. You will need to point out that the categories are in alphabetical order like the dictionary. Let them suggest items they need. VARIATION: Use the names in the white pages to reinforce guide words and alphabetical order.

* * *

14c.1. Snip a Syllable: Cut a strip of white construction paper approximately 15" long and 6" wide. Cut a strip of another color 15" long and 3" wide. Paste this strip on the top of the left side of the white paper. Prepare one for each child. Give each pupil a container with scissors, paste, black crayon and five cards (3" X 5"). Write a two-syllable word on each card. (The words may follow the same pattern: yellow market, away, something, etc. Follow the procedure which best fits the needs of the children.) Each child looks up the entry word in the dictionary, finds where it has been divided and cuts their word on the card between the appropriate syllables. Paste the first syllable on the colored part of his paper and the second syllable on the white part.

OBJECTIVE	RESOURCES
	14c.2. Anderson, Paul S., Language Skills in Elementary Education, The MacMillan Co., p. 189.
15. Understands synonyms and antonyms. (M)	15.1. Hurst, Carol, Early Years, "Textbook Plus", p. 49-50.
	15.2. Hurst, Carol, Early Years, "Textbook Plus", p. 49-50. LIBRARY RESOURCES: CC Word Wise: antonyms 16 mm i. 13 min. BFA Loc: cc CC Word wise: synonyms 16 mm i. 14 min. BFA Loc: cc

14c.2. Divide the class into two teams. Write a word on the board. Ask children to find the word in the dictionary and hold up their hands when they have found it. First child to find the word and tell how many syllables it contains scores a point for his team. (Check by page number) The game should be limited either by using a certain number of words or number of minutes.

* * *

15.1. Synonym Balloons: On the inside of a folder draw a balloon man holding 15 balloons. Cut out 15 balloons of the same size as the drawings. Using the word pair list that follows print one word of each pair on each half of a balloon.

see-spy
right-correct
beautiful-pretty
forest-woods
autumn-fall
store-market
quick-fast
over-above
sore-hurt
tiny-small
silly-inane
cold-frigid

Cut the balloons in half on a curvy line and paste one half of each balloon on the balloons in the folder. Write these directions on the folder: Put the balloons together.

15.2. Apple Antonyms: Inside a file folder draw a large apple tree. Cut out 15 apples. On one half of each apple write one of the following words:

boy
woman
right
right
country
front
top
day
fast
fun
winter
win
love
dark
high

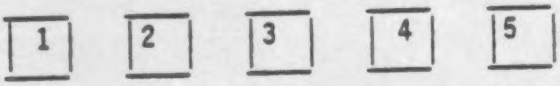
On the other half of each apple write one of these words, making sure the word is the opposite in meaning from the word on the apple.

OBJECTIVE	RESOURCES	
	TP	Look, read, and discover synonyms Troll assoc. Loc: Jack.
	428 HAN	Hanson, Joan More antonyms: wild and tame Lerner, 1973 Loc: Ken.
	428 HAN	Hanson, Joan Still more antonyms Lerner, 1976 Loc: Jeff., Ken.

girl
man
left
wrong
city
back
bottom
night
slow
walk
summer
lose
hate
light
low

Cut the apples in half and paste one half of each apple onto the apple tree. Install a paper clip beside each apple. Write these directions on the back of the folder. Put the apple halves together so that each half is an antonym for the other half.

15.3. The Match Game: Print synonyms and antonyms on one side of 3" x 5" cards and numbers on the other side. Tape the cards to the chalkboard with the numbers showing. The children call out two numbers. The teacher shows them the words on those cards. After a short time the children will recognize the synonyms or antonyms and be able to get matches and score for their teams.



On the back of #1 it says 'cry'.
On the back of #2 it says 'laugh'.

OBJECTIVE	RESOURCES
16. Understands homonyms. (I)	16.1. Forte, Pangle, Mini-Center Stuff, Nashville, Tenn., Incentive Publications, 1976, p. 18.

LIBRARY RESOURCES:

FSR E HOL	A hole is to dig by Ruth Krauss W. W., 1976 Loc: Ike
KIT 410 ICA	I can read about homonyms Troll assoc., 1977 Loc: Ad., Ike, Mon.
E KRA	Krauss, Ruth A hole is to dig Loc: Ike, Jeff.
E GWY	Gwynne, Fred A chocolate moose for dinner (illustrates 23 homonyms) Dutton, 1976 Loc: Ike, Jeff., Lin., Wil.
E GWY	Gwynne, Fred The king who rained Doubleday, 1970 Loc: Jack., Jeff., Mad., Mon., Wil., Lin.
CC	Word wise: homonyms 16mm p-i 10½ min. BFA Loc: cc

ACTIVITIES

NOTES

16.1. Crumbled Cookies: Cut out circles to resemble cookies from red poster board. Print a word that has an antonym on each cookie. Print these directions on one cookie and paste it on the outside of the cookie jar:

"Write an antonym for each red cookie." Cut out circles to resemble cookies from blue poster board. Print a word that has a homonym on each cookie. Print these directions on one cookie and paste it to the outside of the cookie jar: "Write a homonym for each blue cookie." Cut out circles to resemble cookies from yellow poster board. Print a word that has a synonym on each cookie. Print these directions on one cookie and paste it on the outside of the cookie jar: "Write a synonym for each yellow cookie." Enlarge the game on orange poster board. Print these directions on the back of the game: See how quickly you can eat the cookie! Begin eating on the outside and stop each time you reach a letter, you must say a pair of homonyms if you stop on H, a pair of synonyms if you stop on S, and a pair of antonyms if you stop on A.

16.2. Make a tree with pears drawn on it with a homonym printed on each pear. Make the same amount of pears with homonyms that are not connected to the tree. They must be the matching homonyms to the ones on the tree. The object of the game is to cover the pears on the tree with their corresponding homonyms. One to four players place pear words face down on the table. In turn, players select a pear, say the word, and find its homonym on the tree. The homonym is then covered with the matching word card. If more than one player is playing, each student needs to record his/her pairs of homonyms as the game is being played. The student with the most correct pairs of homonyms, as validated by an answer key, would be declared the winner.

OBJECTIVE	RESOURCES
19. Uses capitalization and end punctuation as a guide to meaning. (R)	
	19.2. Forte, MacKenzie, Kid's Stuff, p. 255.

16.3. Teakettle Game: 'It' goes out of the room. While 'it' is gone, the class decides on a homonym such as sun or son. Class gives sentences using word 'teakettle' in place of homonym. Ex: The 'teakettle' is bright.

* * *

19.1. On the board write a series of sentences omitting all capitals and end punctuation. (i.e. tom saw dan and frank playing baseball at the park mother wouldn't let me sarah went without me) Have different pupils read the words on the board. Note that, without capitalization and end punctuation, these are just words. Follow this discussion by having a volunteer place the appropriate capitalization and punctuation. Continue the discussion noting that the words have become sentences expressing complete ideas.

19.2. Dial-A-Story: Make four large wheels. On one wheel write nouns. On the second wheel write verbs, the third wheel, write adjectives, and on the fourth wheel, write adverbs. With a brad, attach a pointer or a spinner to each wheel. Place the four wheels in an area where they may be manipulated by the pupils. Have a large piece of chart paper beside the wheels, and provide the felt pens. Have students spin each of the four dials and create a sentence using the four words pointed out by the dials. Check the sentences to make sure that the students have used correct capitalization and punctuation. After all students have had an opportunity to dial at least one sentence, each student may then create a short story or paragraph using a sentence from the chart as his topic sentence.

OBJECTIVE	RESOURCES
20. Uses internal punctuation as a guide to meaning. (I)	20.1. Anderson, Language Skills in Elementary Education. p. 401. 20.2. Farnette, Forte, Loss, Special Kids' Stuff, 1976.
21a. Understanding the literal meaning of a passage: recognizes and recalls details explicitly stated in a selection. (R)	21a.1. The Reading Box, Educational Insights. Loc: Ad., Jack.

20.1. Reproduce material from readers leaving out punctuation. The child is told how many sentences there are. These can be made self-correcting by putting the title of the book and page number and number of punctuation marks, capital letters, etc. at the bottom of the page. (Ex: six sentences, ten capital letters, five commas, four quotation marks)

20.2. Provide the students with a copy of this letter and explain, "Debbie spells out everything, even punctuation marks. Read this letter that she wrote to Patty."

Dear Patty comma new paragraph I aprostrophe m going to have a party on Friday comma September tenth at four o aprostrophe clock period Will you be able to come question mark new paragraph I talked to Jim and he said comma quotation marks I would love to come to the party exclamation point quotation marks new paragraph I think that a lot of people will be there period I hope that you will be there too exclamation point new paragraph I aprostrophe ll be anxious to hear you reply period
Sincerely comma Debbie

Ask students to rewrite the letter.

* * *

21a.1. Sentence Completion: Using sentences from other assignments, write on the board or duplicate parts of sentences for matching or completion. All necessary words may be given for the lower grades, but older pupils should be able to complete the sentences from their recall of the materials read. The exercises are either duplicated or written on the chalkboard.

Ex: (Draw a line to the correct endings.)
a. My dog sat on a tuffet.
b. Miss Muffet can bark .
c. Jack and Jill sat in a corner.
d. Jack Horner went up the hill.

OBJECTIVE	RESOURCES
	21a.2. Guiness Book of Records Reading Kit, The Reading Box-Educational Insights.
	21a.3. The Reading Box,Educational Insights.
	21a.4. Wagner, Hosier, and Blackman, Listening Games, The MacMillan Co., N.Y., N.Y. Teachers Publishing Division, 1972.
	LIBRARY RESOURCES: TA Noting details 372.4 Ed. insights NOT Loc: Ad.

21a.2. True or False Statements: Use statements which refer to the reading assignment. Be sure that some are true and some are false. For lower grades, the children write Yes or No after the sentence. The sentences are duplicated or written on the chalkboard. Ex: (Write Yes after sentences that are true and No after those that are false.)

a. Elephants are larger than tigers. __
b. The little boy can run as fast as a horse. ______
c. The crow could talk as well as the boy. _____

21a.3. Multiple choice questions: Duplicate sentences taken from the lesson and give three or four alternatives for completing the sentence correctly.

Ex: (Draw a line under the correct answer.)
a. The man had a ____________________.
(tame bear) (wild bear) (white bear)
b. The bear could ____________________.
(march and sing) (dance and hop) (walk and jump)

21a.4. The leader or teacher says, "Listen carefully while I read this paragraph. I will ask you a few questions afterwards. 'The elephant is one of the world's largest animals. Its natural home is in the jungle. Elephants can be trained in many ways, although some elephants are much brighter than others. They have good memories, but like us, sometimes forget. Elephants usually live to be about sixty years old.' Now, who can answer these questions?" Use questions such as: Where can we find wild elephants? How old does the average elephant live to be? Do elephants ever forget?

OBJECTIVE	RESOURCES
21b. Understands the literal meaning of a passage: recognizes the order of incidents, events, or ideas explicitly stated in a selection. (I)	
21c. Understands the literal meaning of a passage: recognizes an explicit statement of a main idea. (I)	21c.2. Hurst, Carroll, *Early Years*, "Textbook Plus", May, 79-80, p. 47. LIBRARY RESOURCES: TA 372.4 GET — Getting the main idea, Educ. insights, 1977, Loc: Ike TA 372.4 MAI — Main ideas and details, Instructo #2044, Loc: Ike

ACTIVITIES

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VARIATION: Have pupils write the answer to the questions. Use material from various subject matter areas. Frequently, use humorous material. Occasionally ask a question for which the answer is not included in the paragraph.

* * *

21b.1. Scrambled Story: Write out on tag board sentences from stories that the children have read. Place these in a box. Children must pick out and place in correct order of events, sentences that pertain to a particular story.

21b.2. Children are to read a selected reading. Using the words, 'first, next, then, and last' the students are to re-write what they have just read recalling and placing the major events in order of the selection.

* * *

21c.1. Write out on tag board statements of the main idea from several stories which the children have read. Children must be able to identify the correct title of the story for each statement. The class can be divided into teams with each team awarded points for every story correctly identified.

21c.2. Headlines: Make a gameboard with 31 spaces and fill in the following phrases one to a space:

Start
Man puts wife inside vegetable
Boy injured in fall down hill
Sheep and cows escape while boy sleeps
Spider frightens child
Dogs bark at beggars
Birds fly out of pie
Girl grows strange things in garden
Go ahead 2 spaces
Foodless woman starves dog

OBJECTIVE	RESOURCES
21d. Understands the literal meaning of a passage: recognizes or recalls statements of character traits explicitly stated in a selection. (I)	21d.1. Wagner, Hosier, Blackman, Listening Games, Teachers Publishing Division of the MacMillen Co., N.Y., N.Y. p. 63

Bird shivers in winter storm
Leader brings soldiers up and down hill
Children urged to play at night
Go back four spaces
Beautiful lady to be seen at Banbury Cross
Tastes differ on porridge
Boy loves girls, afraid of boys
Boy beaten for stealing
Bowl boat sinks with three abroad
Cat rescued from well
Wind topples cradle
Boy found in bed with one shoe on
Your fortune may depend on which day you were born on
Girl loses sleep
Go back to start
Silver-buckled man goes back to sea
Leather clothed man met in fog
Woman cuts tails off mice
Bridge collapsing
Doctor disliked by patients
The End

Write these directions on the back of the folder:
'You'll need Mother Goose books for this one! Each player shakes the die and moves his piece to designated space, and then reads the headline. If the player can find the rhyme that the headline goes with in a Mother Goose book (or knows it from memory) and says it in less than 2 minutes, the player can stay on the space. Otherwise, the player moves back 2 spaces.

* * *

21d.1. The teacher or a pupil reads an interesting short story. As this story is read, each child selects a character to describe. He listens carefully for all of the clues which tell about this character. After the story has been read, each child is given a short time to plan his 'characters sketch'-a brief oral description of a character. Each child presents a sketch without revealing the name of the character. Students listen to sketches and write the name of the character described on a numbered

OBJECTIVE	RESOURCES
	21d.2. *Tell Me How the Sun Rose*, Skilpak, Lexington, Mass., Ginn and Co., 1980, p. 10.
22. Draws inferences from reading by predicting outcomes and/or interpreting feelings of characters. (I)	22.2. Forte, MacKenzie, *Kid's Stuff*, Nashvill Tenn., Incentive Publication, 1969, p. 70.

ACTIVITIES

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sheet. The child with the most correct character names is declared the winner.

21d.2. Have worksheets available for selected readings and dealing only with character traits. Students re-read the appropriate parts of the text and put a check beside three traits that fit the character. Finally, each student writes a sentence telling how he/she thinks the character felt in the situation described in the question.

Ex: What was Marra like?

Marra

_________ was cautious.
_________ was highly adventurous.
_________ felt sorry for herself.
_________ had a sense of humor.
_________ was impatient.
_________ was lazy.

How do you think Marra felt when she saw Granny waiting?

* * *

22.1. Have the class read their own favorite fairy tale (such as Snow White). After reading it, have them create their own ending, changing it to something that would take place in today's world.

22.2. Ending Egg Hunt: Print simple but exciting stories writren on the pupils reading level on cards cut in 'half-egg' shapes. Omit the ending. Place the unfinished stories in a box. In another box, place the matching half-eggs with story endings. Pupils are provided with colored construction paper baskets. When properly matched the egg halves may be paper clipped together and placed in the basket. When the basket is filled with the designated number of eggs, the pupil may invite another pupil to share reading the stories aloud.

* * *

OBJECTIVE	RESOURCES
23. Differentiates between reality and fantasy. (R)	23.1. Hurst, Carol, Early Years, "Textbook Plus", May, 79-80, p. 51.
	23.2. Wagner, Hosier and Blackman, Language Games, Teachers Publishing Division of the MacMillan Co., 1973, p. 25.
	LIBRARY RESOURCES: FS F SAM Sam, bangs, and moonshine by Evaline Ness Melter-brody prod., 1976 Loc: Ike
24. Reads silently. (M)	F NES Ness, Evaline Sam, bangs, and moonshine Holt, 1966 Loc: all schools
	CC Sam, bangs, and moonshine 16mm p-i 15 min. BFA Loc: cc

ACTIVITIES

NOTES

23.1. Make a gameboard with 26 spaces. On each space draw or affix a picture of one of the characters from stories the children are familiar with. (i.e. Alice in Wonderland, Shirley Temple, etc.) Make a spinner with these six options:

real 1
imaginary 1
real 2
imaginary 2
real 3
imaginary 3

Write these directions on the back of the gameboard. "Each player spins the dial and moves the indicated number of spaces. If the dial lands on real, the player must give a fact about that character. If the dial lands on imaginary the player must tell something imaginary about the character."

23.2. Five Facts Report: On slips of paper write the names of zoo animals. Each player draws a slip from the box and searches for specific information about his animal. He chooses five facts and prepares to report these in his own words. Four of the facts are simply stated but the fifth one is exagerated. The children try to guess the name of the animal and pick out the exagerated statement.

* * *

24.1. One day a week have silent reading for everyone, including teacher. Fifteen minutes is a good amount of time.

OBJECTIVE	RESOURCES
	24.2. Forte, Pangle, Mini-Center Stuff, Nashville, Tennessee, Incentive Publications, 1976, p. 153.
25. Reads aloud in a manner that communicates meaning. (I)	
27a. Uses study skills to meet the requirements of school work: Uses parts of books (table of contents, glossaries, index, subtitles, etc.) (M)	
	27a.2. Englebright, Curtis L., 61 Ways to Tell About Books, Director of Reading Services, Western Kentucky University.

ACTIVITIES

24.2. Which W: On tagboard write several short stories that contain answers to these four 'W' questions: who, what, where and when. On the back of each story write out the questions: Who was in the story? Where did the story take place? When did the story take place? What was the story about? After reading the selections, the children answer the questions on paper and turn them into the teacher.

* * *

25.1. Children read orally and tape it. They then listen to the tape. The teacher tapes a passage from a story. A child tapes the same passage, then plays the entire tape to discriminate differences.

25.2. Each child reads from his/her selected comic book. They make note of the expressions and actions depicted within the pictures which aid oral expression. Each child strives to better communicate the meaning of the written comic strip.

* * *

27a.1. At the top of a page, or on the board, write: INDEX, TABLE OF CONTENTS, GLOSSARY, etc. Have a list of items taken from the various parts of a book. Students have to tell whether this item is found in INDEX, TABLE OF CONTENTS, GLOSSARY, etc..

27a.2. Have the class or small group build a diorama or table exhibit to represent the various parts of a book. Be sure to include the various uses of these book parts. After the exhibit is set up, prepare various worksheets which require the use of these various parts. Children should feel free to use the exhibit as a resource to check their work.

* * *

NOTES

OBJECTIVE	RESOURCES
27b. Uses study skills to meet the requirements of school work: Follows written directions. (I)	27b.1. Forte and MacKenzie, *Kid's Stuff*, p. 35. 27b.2. Forte and MacKenzie, *Kid's Stuff*, p. 175. LIBRARY RESOURCES: KIT Reading; study and research skills 372.4 Educ. activities, 1977 REA Creature features Loc: Jeff., Lin.
28a. Understands specific meanings of words in various content areas. (I)	

ACTIVITIES	NOTES

27b.1. Write directions for stunts or pantomime activities on folded slips of paper. Place in an interesting seasonal container (i.e. Christmas stocking, Jack-O-Latern). Direct pupils to draw a slip of paper, read it and act it out. The pupil who guesses what the student is or is doing may either have the next turn or choose someone who has not had a turn.

27b.2. Simon Says Do This: Give a 3" X 5" card to each pupil. Each card has a written set of directions telling how to make or draw something. Example:
Simon says do this....
1. Get a piece of yellow construction paper.
2. Cut three blue balls and paste them on your yellow paper.
3. Draw five brown cats on your yellow paper.
4. Cut one orange square. Paste it on your yellow paper.

After the pupils have followed their directions, they show their products to the class and explain orally what they did. Other pupils listen to see if directions were followed correctly. NOTE: the cards should contain directions that are challenging at the level the students are working.

* * *

28a.1. At the beginning (introduction) of a unit in a content area, go through the new vocabulary, and point out that a word with a certain meaning for this particular subject, may have a completely different meaning in another content area. For example: The word 'scale' in Social Studies can be used in the sentence-A map is drawn to scale; in music, there is a musical scale; in a Math unit, a scale is used to measure pounds and ounces. As you encounter these multiple meaning words

OBJECTIVE	RESOURCES
	28a.2. Forte, MacKenzie, Kid's Stuff, p. 47.
28b. Can read charts, maps, graphs, tables, and diagrams. (I)	28b.1. Hurst, Carol, Early Years, "Textbook Plus", p. 51.

in different content areas, have children try to think of the different meanings they are familiar with. Then have them check in the dictionary to see if there are any definitions they have not thought of.

28a.2. Give each pupil one or more of the following pages.

Math | Lang. Arts | S.S. | Science

After some class discussion of the titles, ask them to think of as many words as possible to write on their pages (words that have to do with these specific content areas.) Let them add illustrations, if they wish. When the pages are finished, use them to create a 'Great Book of Words'. Ask a pupil to contribute a cover.

* * *

28b.1. Make A Map: On a worksheet or the inside of a folder make an outline of a mythical country. In the middle of the country print a small number two. On the border, print a small number one. At the bottom of the map, draw a direction indicator and a horizontal line of four inches beside the indicator. Write these directions: Name your country. Write the name on the line. Make a river going from point one to point two. Remember that rivers are never perfectly straight. Make a railroad track coming from the northeast corner. Make sure the railroad crosses the river. Make a bridge symbol where the railroad crosses the river. Make a small lake at point two. The capitol city is at point one. Name and label it. Draw two islands off the coast of the country and name them. Make cities on the shore at each end of the country. Make a key at the lower left corner.

OBJECTIVE

RESOURCES

28b.2. Forte and Pangle, Mini-Center Stuff, p. 81.

LIBRARY RESOURCES:

FSR	Introduction to maps
912	Eyegate, 1974
INT	Loc: Mad.

TP	Map reading: maps and globes
912	Instructo
MAP	Loc: Mad.

28c. Uses study skills to meet the requirements of school work: can interpret [illegible] pictures. (M)

28c.2. Forte and MacKenzie, Kid's Stuff, p. 39.

28c.3. Grimm, Mitchell, The Good Apple Spelling Book, Carthage, Ill., 1976, p. 87.

LIBRARY RESOURCES:

FSR	Learning to look
372.3	Bailey films, 1965
LEA	6 fs, records, manual
	Loc: Lin.

ACTIVITIES	NOTES
28b.2. Have a student hide an object in the classroom. Make a map leading to the hidden object. Ask other students to follow the map and find the 'secret treasure'.	
28c.1. Collect large, interesting action pictures in advance and store in a folder. Tell the beginning of a story to which one of the pictures supplies a possible ending. The child listens to the teacher's story, finds the picture to complete the story, and then tells how the story ended.	
28c.2. Locate five or six pictures of children engaged in some kind of activity. Mount them carefully and attractively. Ask each pupil to choose one picture about which he would like to make up a story or poem. Tell the pupils they have a day or two to look at the pictures and think about their stories. Invite each pupil to come and tell his story to the teacher or tape record it. Let the student hold the chosen picture as he/she tells the story. Have the child give a title to the story.	
28c.3. Give each student a picture from a magazine, newspaper, or old textbook. Ask each student to list everything he/she sees. This can and should include feelings such as love, anger, fun, etc. Keep encouraging them to list more and more words. Finally, using some of the list of words, the student writes a descriptive statement or paragraph telling about the picture.	

OBJECTIVE	RESOURCES
29. Locates specific materials in the library. (I)	29.1. NOTE: See your resource center director/librarian about units developed for teaching library skills. __LIBRARY RESOURCES__: FS 027.4 VIS — A visit to the library Troll Loc: Mad, McK. FSR 028.7 HOO — Hooray for the library: introduction to the library for the primary grades. Eyegate, 1977 4 fs, cas. Loc: Mad., Mon.
30. Uses supplementary references such as encyclopedia's and dictionaries. (I)	30.1. Forte, Pangle, __Mini-Center Stuff__, p. 151.

29.1. Library Scavenger Hunt: After the children have been introduced to the library and the locations of the various materials it contains, provide them with a 'Library Scavenger Hunt' worksheet. On the sheet include such items as: encyclopedia card catalogue, fiction books, non-fiction books, etc. On a given signal, the children enter the library (keeping in mind the proper behavior and rules for using a library) and begin finding, recording, and checking off the items on their list. The first child to have his worksheet completed correctly is the winner. NOTE: Set up the worksheet any way you like according to the ability of your students. For example, for the encyclopedia, you may want them to look up some suggested topic and record three important facts.

29.2. During a unit of study in social studies, such as studying colonial times, have the class go to the library and find as many resources, reference books, fictional and non-fictional books on the particular topic of study. Then allow the class to work in pairs and prepare a report about some specific aspect of the unit of study. Be sure that the children note on their report all the resources they used.

* * *

30.1. Tell students that a zoo is being planned for our city and they are on the committee to secure the animals. They should use the encyclopedia to read about animals and write a report on animals to present to the zoo committee.

OBJECTIVE	RESOURCES
	30.2. LIBRARY RESOURCES: FS Look it up 031 Field enterprises LOO Loc: Ad., Cl., Lin., McK. FS Magic shelf 031 Field enterprises MAG Loc: Jack., McK. KIT The dictionary 423 SUE DIC (history, alphabetical organization, pronunciation keys, definitions) Loc: Jack., McK.
32a. Makes critical judgments about materials read: distinguishes between fictional and nonfictional reading selections. (I)	32a.2. Ginn and Co., Language 4, p. 166-168.

30.2. Word Race: Divide group into two or four teams. Write a word on the board. Students or teams locate the word in the dictionary or encyclopedia and identify the page on which the word appears. The first team to identify the correct page scores a point. VARIATIONS: 1) The teacher says the word instead of writing it, 2) Adapt this activity to finding a topic or subject in the encyclopedia, and give each team a different topic or subject. Have only one team member from each team search the encyclopedia.

* * *

32a.1. Put on tagboard twenty selections from both fictional and nonfictional reading materials. Give each selection either a number or a title. Prepare a record sheet with two columns, labelled 'fictional' and 'nonfictional'. Have children read the selections. After reading a selection, the child writes it on the individual record sheet using the number or title of the selection in the appropriate column.

32a.2. Ask students to read and discuss this paragraph:

Some stories are true, or fact. Other stories are invented, or not fact. Stories that are not fact are called fiction. Still others are part fact and part fiction. (Ask students to name some fictional stories they have read, to assure that the concept is established.)

Have children look up 'Hoop Snakes' in an encyclopedia. Discuss what 'facts' about hoop snakes are fiction and why people still believe these 'facts'.

OBJECTIVE	RESOURCES
33. Identifies with characters and events portrayed by authors. (R)	LIBRARY RESOURCES: KIT The velveteen rabbit F by Margery Williams Random house/miller brody, 1978 1 cas, 8 books Loc: Jeff.
34. Discusses behaviors, traits, and relationships of characters. (I)	

Tell pupils to write three factual sentences about themselves. Next, write three fictional sentences about themselves. Mix them up. Then read these sentences to a partner. Ask your partner to tell which sentences are fact and which are fiction.

* * *

33.1. Read a fiction or nonfiction story orally or silently. Afterwards, the teacher leads a discussion of the story, concentrating on 'what would you have done if this happened to you', or 'how would you have solved this problem', or 'how would you feel if such and such happened to you', or 'would you like to be like this character?'

33.2. Have the group dress as one of the characters from a story they have read and act out the part they play.

33.3. Play 'To Tell the Truth': Have a panel of three or four members, one of whom has read a particular book. The panel should be asked questions by the class about the book, specifically the characters in the book. The class tries to decide who is telling the truth and has actually read the book.

* * *

34.1. Read aloud, or have the class read silently, any story that has varied characterization and contrasting characters. Cinderella, Snow White, and Hansel and Gretel provide varied characterization. Then discuss orally the behavior, traits, and relationships of the characters.

OBJECTIVE	RESOURCES
39. Uses library for recreational reading. (I)	

34.2. Ask pupils, "Do you think a turtle who likes everyone would kick a brother turtle?" The teacher tells the class to look at the picture of the turtle on their paper and explain that a turtle is just a turtle until we know something about it. Tell the class that when we begin to describe our tutle, we are beginning to build character. Also explain that the reason for building character is that characters become more interesting and believable to the readers when they are dexcribed in detail. The teacher helps the children fill in the first column about the turtle. The class discusses the turtle's name, looks, good traits, bad traits and home. The teacher urges the children to use their imagination while filling out the remainder of the chart.

Character	Name	Looks	Good Traits	Bad Traits
Turtle	Myrtle			
Boy				
Canary				

For a culminating activity, have the children write a short story about their favorite character on the chart.

* * *

39.1. "Petal for a Book Bulletin Board": Construct a flower, without petals, for each child and place it on a bulletin board. Each week the child gives an oral report on a book they have read. They are then given a flower petal upon which the child writes the book title. The student may attach his/her petal to the flower.

OBJECTIVE	RESOURCES
41. Distinguishes between fact and opinion. (I)	41.1. Forte, Pangle, Spelling Magic, p. 79.
	41.2. "You Be the Judge". Learning: The Magazine for Creative Teaching, Feb., 1978, Palo Alto, Calif., Education Today, Inc., p. 67.

ACTIVITIES	NOTES
39.2. 100 Book Club: Three book lists that are leveled by difficulty are made. Each child is given the list that matches his/her reading ability. After completing a book, child gives an oral report. Those that make the 100 Book Club by completing 100 book reports, will receive a special award.	

* * *

41.1. "You Be the Judge": Cut out interesting pictures, illustrations or advertisements and paste them on 8½"X 11" construction paper. On the reverse side write the heading "Fact or Opinion?" Then list several statements about the picture. Each student from a small group comes up before the 'judge' (another student) one at a time and takes a picture from the stack. The judge holds the picture so the 'witness' can see it and the judge can read the statements. If the witness can answer all questions correctly, he/she becomes the judge. If incorrect the child returns to his/her seat and awaits a second chance to testify.

41.2. Make and mount a game on poster board. Provide markers for each player. Write a variety of statements, making them factual or statements of opinion. List them on index cards and provide a key.

Directions:

1. This game is for 2, 3, or 4 players.
2. The markers and cards are placed on the game board.
3. The first player draws a card. The player must decide whether or not the statement is fact or opinion.
4. The player moves one space on the board for each correct answer.
5. The game continues until one player reaches finish and wins the game.

ADDITIONAL RESOURCES
for
STRAND IV

FS 421.5	Learning about our language series, set I McGraw, 1966. (6 filmstrips) Loc:
FS 372.4	Primary graded word phrases SVE, 1966. Level A: 1, 2, 3, 4 Level B: 1, 2, 3, 4 Level C: 1 - 10 Level D: 1 - 16 New graded word phrases Level E: 1 - 24 Loc: Mad
FS 372.4	Reading speed series SVE, 1966. Contents: 5-8 letter words, 4 letter words, 4-8 letter words, 1-3 letter words, 3-4 letter words. Loc: Ken, Mad
FS 421.5	Spelling: because they want to write Imperial Film Co., n.d. Contents: Letters, the guilding blocks; long and short vowels; quiet letters; combining vowels and consonants; digraphs, blends, and dipthongs; the alphabet and alphabetizing. Loc: Lin
FSR 428 Wor	Working with blends and digraphs 6fs/3cas Troll, 1973 Loc: Ike, Lin, Mad
FSR 372.41 Al	Alphabet fun (Gr. 1-3) Coronet, 1973 (4 FILMSTRIPS/CASSETTES)
FSR 170 Cr	Creative thoughts Eyegate House, 1973. (4 filmstrips/cassettes) Contents: Interpretation: fact or fancy, illusions, translations. Values: the thin line, situational ethics, changing patterns. Decisions: what if..., fads, hysteria. Ethics: personal, family community. Loc: Ken

ADDITIONAL RESOURCES
for
STRAND IV

FSR 813 Fir	First choice authors and books Pied Piper, 1974. (4 filmstrips/cassettes) Contents: Cleary, Bulla, Henry, Chase.
FSR 372.4 Hea	Headstart on reading: look and listen Filmstrip House, 1967. (4 filmstrips/records, guides) Loc: Ike
FSR 372.4 Ho	Holt Language Extenders, Kit 3. Holt, Rinehart, & Winston, 1977. (6 filmstrips, 8 cassettes, guide) Loc: Ken
FSR 813 Lau	Laura Ingalls wilder filmstrip showcase Miller-Brody, 1976 (1 filmstrip, 3 cassettes, script) Loc: Ad, Ike
FSR 372.4 Mon	Monster Sound Filmstrips, Set 2. Bowmar, 1975. (4 filmstrips/cassettes, guide) Loc: Ike
FSR 372.4 Re	Reaching Up Scholastic, 1973. (100 paperbacks, cards, records, tapes, charts) Loc: Ike
FSR 372.61 Sto	Stories about words. (Gr. 1-3) Coronet, 1976. Contents: Look-a-like words; sound-a-like words, synonyms, antonmys, compounds, prefixes, suffices. Loc: Cl

ADDITIONAL RESOURCES
for
STRAND IV

FSR
160
Thi

Thinking skills
Troll Associates, 1974.
(6 filmstrips/cassettes, guides)
Contents: Getting the real facts; what can't you figure out; deduction and inference; proper order and sequence; putting things together; identifying and differentiating.
Loc: Ike

FSR
414
Wor

Working with words
Troll Associates, 1974.
(6 filmstrips/cassettes, guides)
Contents: Introduction to syllables; prefixes and suffixes; synonyms and antonyms; putting it all together; compound words and plurals; working with syllables.
Loc: Ike, Cl

KIT
372.6

Wordcraft: a new approach to rapid vocabulary building
Communicad, 1969
6 fs/cas/manual
Loc: Ken

KIT
E

Curious George Learns the alphabet
(Educational Enrichment, 1977
2fs, cas, dup masters, guide)
Loc: Mon

KIT
372.4
Al

Alphatime (1st grade)
New Dimensions in Education, 1972
(records, guides, duplicating masters, inflatables)
Loc: Jeff, Ike

KIT
372.41
Di

Disney's reading comprehension progra, Set I.
Walt Disney Educational Media, 1978.
(4 filmstrips/records, guides, spirit masters)
Contents: The main idea; getting organized; sequence; following directions.
Loc: Ken

KIT
372.21
Kin

Kindergarten Keys
Language Development Cards.
Economy Co., 1968.
Loc: Cl, McK

ADDITIONAL RESOURCES
for
STRAND IV

KIT 372.4 Re	Reaching Higher Scholastic, 1974. (100 paperbacks, cards, records, tapes, charts) Loc: Ike
DR 425 SOV	Sound skills: Consonants for upper grades, vol. I, II, III. Classroom Materials Loc: Mon
DR 398.24 Aes	Aesop's fables Read by Boris Karloff Loc: Cl, Jeff, Mad, Wil
DR	Newbery Award/Honor Books recordings. Miller-Brody. Contents: Each Record has follow-up activities and guide. Loc: All schools have a large selection.
TP	Grammar transparencies Jenn Co., n.d. Contents: Nouns; pronouns; adjectives; adverbs, capitalization, antonyms, synonyms, homonyms, alphabetizing, book parts. Loc: Jack
TP	Language transparencies Hayes Co., n.d. Contents: Verbs, plurals, subjects, pronouns, punctuation, predicate, parts of speech. Loc: Jackson
TR 372.4 Vo	Vocabulary skills audion lesson Reader's Digest, 1972. (6 cassettes, guide) Levels 4,5 Loc: Mon
CM	Read the picture stories Word Making Production, 1967. (12 Vol.) Loc: Ike

ADDITIONAL RESOURCES
for
STRAND IV

CM EDL--Reference Skills (Study Skills Library)
Level CCC by H. Alan Robinson
(Activity sheets)
Contents: Book titles; table of contents; title page; illustrations and captions, maps, dictionary, index; diagrams; glossary.
Level DDD
(activity sheets)
Contents: Alphabetical order; title page; copyright notice; table of contents, dictionary--words with many meanings; dictionary--guide words, glossary, index, list of maps and illustrations, acknowledgements page.
Level EEE
(activity sheets)
Contents: Alphabetical order; table of contents; pronunciation key; reference tables, index, glossary, bibliography, card catalog.
Loc: Jack

CM Schoolhouse: a word attack skills kit
SRA, 1973.
Loc: Ike, Jeff, Lin

CM Read on! 100 individualized reading projects and exercises for intermediate grade interest.
Educational Insights, 1974.
Loc: Ike, Ken

CM Flash X - 10 Sight vocabulary, grade 3
- 5 Sight vocabulary, grade 1
- 6 Sight vocabulary, grade 2
- 2 Primary recognition
- 1 Readiness pictures
- 4 Basic accuracy, letters
Loc: McK

CM Basic word sets --A
Barnell-Loft, 1973.
(36 booklets, spirit masters, guide)
Picto-Cabulary Series
Loc: Jack

ADDITIONAL RESOURCES
for
STRAND IV

CM Capitalization and Punctuation A, B, C, D
by Richard A. Boning
Barnell-Loft, 1972.
(4 boxes with 12 student booklets, record sheets, answer sheets, manuals)
Loc: Jack

CM Picto-cabulary series, Set 222
by Richard A. Boning
Barnell-Loft, 1972.
Also: Words to eat
Words to Meet
Words to wear
Loc: Wilson, Jack

CM Discovery Reading Cards
by Dana Newman
Center for Applied Research, 1974.
(30 cards)
Loc: Jack, Wil, Ike

CM Through Library doors
Study skills book, SW 8.
Scholastic, 1968.
Loc: Lin

CM Reading attainment systems
Grolier, 1972
(Reading selection, skill cards, etc.)
Loc: Wil

CM Creature Teachers -- Adventures in Hotel Scary
Economy, 1974.
(22 cassettes, pupil books)
(word attack and early comprehension skills)
Loc: Cl

CM IDEAL Tapes
No. 2747 Vowels (10 tapes, ditto masters)
No. 2727 Initial and final consonants (same)
No. 2707 Reading-writing readiness (8 tapes, ditto masters)
No. 2737 Blends and digraphs (5 tapes, ditto masters)
Loc: Cl

ADDITIONAL RESOURCES
for
STRAND IV

TA 372.4 Mat	Match letters (capitals) SVE 1971 #1017 (8 cards, guide) Loc: Ken
TA 372.4 Mat	Match letters (lowercase) SVE 1971 #1018 (8 cards, guide) Loc: Ken
TA 372.4 Rhy	Rhyming pictures bingo SVE 1971 #1009 (8 cards, guide) Loc: Ken
TA 372.4 Sho	Short vowels SVE 1970 #1008 (8 cards, guide) Loc: Ken
TA 428 Wel	Welcome to English, by Thomas Lisemore Regents Pub. 1973 (5 books, Levels 1-5) Loc: Jeff, and others
TA 428 Lan	Language Skills: Consonant and vowel sounds Teaching Resources 1973 (80 picture cards, guide) Loc: Lin
TA	Ginn Basic Card Set: Unit II, word cards Ginn and Co. Loc: Cl
TA	Search and Research, Set A (an individualized approach to the initial teching of research skills) Creative Teaching Press TP-144 (50 cards) Loc: Adams
TA	The Vocabulary Box -- Primary Educational Insights 1979 No. 9145 (120 activity cards) Loc: Adams

ADDITIONAL RESOURCES
for
STRAND IV

TA 372.4 Fin	Final consonants SVE 1970 #1006 (8 cards, guide) Loc: Ken
TA 372.4 Ini	Initial consonants SVE 1970 #1005 (16 cards, guide) Loc: Ken
TA 372.4 Lon	Long vowels SVE 1970 #1007 (8 cards, guide) Loc: Kennedy
TA 372.4 Sch	Scholastic skills books -- Phonics Scholastic Book Service, 1973. Loc: Ike
TA 372.4 Cro	Croft-NEI reading resource file Bureau of Business Practice, 1975. (60 cards, guide) Loc: Mon
TA 372.6 Voc	Vocabulary improvement practice. Harcourt Brace Jovanovich, 1975. (160 cards, guide) Loc: Mon
TA	Language patterns Milton-Bradley Loc: Ad
TA 372.4 Usi	Using context clues. Educational Insights, n.d. Loc: Ad
TA 423.07 Dic	Dictionary Skills. by L. Moquin Curriculum Associates, 1974. (10 books, guide) Loc: Lin

ADDITIONAL RESOURCES
for
STRAND IV

TA	Vocabulary Development Milton-Bradley Contents: synonyms, antonyms, homonyms, homographs, prefixes, suffixes. Loc: Ad
TA	You'd better believe it Educational Insights, n.d. (100 individual reading exercises) Loc: Jack
TA	Mind Expanders Educational Insights, n.d. Loc: Jack
TA 028.7 Lib	Library Skills charts Ideal, 1968. #2780 (18 charts, guide) Loc: Ken
TA	The Vocabulary Box -- Intermediate Educational Insights, 1979. No. 9146 (120 activity cards) Loc: Ad
TA 028.7 Inf	Information Fast Educational Insights, 1974. (125 activity cards) Loc: Ken, Jack, Mon
TA 028.7 Dis	Discovering your library Creative Teaching Press, 1976. CTP-143 (activity cards, guide) Doc: Jack
TA	Strategies in Study Skills Milton-Bradley Contents: dictionary skill, reference skills, informational skills, sentence comprehension, paragraph comprehension. Loc: Adams

ADDITIONAL RESOURCES
for
STRAND IV

TA 372.4 Ind	Individualized reading job cards Stan Laird, 1971. (cards, teacher's guide) Loc: Wil
TA 372.4 Rea	The Reading Box, 150 reading games and activities. Educational Insights, 1974. (150 game and activity cards) Loc: Wil, Jack, Mon
TA 793.73 Rea	Reading games and activities by Mary E. Dorsey Lear Sigler/Fearon, 1972. Loc: Wil
TA 793.73 Sev	77 games for reading groups by Seymour Metzner Lear Sigler/Fearon, 1973. Loc: Wil
TA	Read On! 100 individualized reading projects and exercises for intermediate grade interests. Education Insights, 1974. Loc: Ken
FC 152.1 SAM	Same or different cards DLM 1970 DLM 176 (30 cards) Loc: Wil
FC 152.1 Sam	Same or different proportion cards DLM 1973 DLM 254-A (30 cards) Loc: Wil
FC 372.6 Ass	Association picture cards I DLM 1969 no. P-124 Loc: Wil

ADDITIONAL RESOURCES
for
STRAND IV

FC 372.6 Ass	Association picture cards II DLM 1969 no. P-155 Loc: Wil
FC 421	Picture word builder Milton Bradley 1966 Loc: Ike
FC 421 Pic	Picture word cards, the 95 commonest nouns by Edward W. Dolch) Garrard 1960 Loc: Ike
FC 428.3 Bas	Basic sight vocabulary cards Garrard 1949 (220 cards) Loc: Ike
FC 428.3 Pop	Popper words: Set 1: Easier half basic sight vocabulary Set 2: Harder half basic sight vocabulary by Edward W. Dolch) Garrard 1960 (110 cards in each set) Loc: Ike, Jack, Mon
FC 424 Honm	Homonym poster cards Multon-Bradley, 1965. #7510 (30 cards) Loc: Ike
FC 424 Syn	Synonym poster cards Milton-Bradley, n.d. Loc: Ike
FC 428 Ant	Antonym poster cards Milton-Bradley, 1968. No. 7529 (30 cards) Loc: Ike, Ad

ADDITIONAL RESOURCES
for
STRAND IV

GA 152.14 Pic	Pick-pairs; a card game of visual recall Milton-Bradley, 1971. (108 cards) Loc: Ike
GA 414 Pho	Phonetic rummy Sets A, B, C, D Kenworth, 1953. no. 2156 (60 cards in each set) Loc: Ike, Jack, Mon (D)
GA 421 Dog	Doghouse game fun with phonics Kenworthy, 1963. #2155 Loc: Ike
GA 421 Mat	Match, a picture-word matching game, Set 1 by Edward W. Dolch Garrard, 1953. (96 cards) Loc: Ike
GA 421 Mat	Match me, rhymning words activity cards Trend Enterprises, 1974. #T-332 (32 cards) Loc: Ike
GA	Lets' learn sequence Instructo, n.d. #1015 Loc: Jack
GA	Word Prefixes Word Suffixes Kenworthy, n.d. Loc: Jack
GA 414 Pho	Phonic rummy, sets 1, 2, 3 Kenworthy, 1973 (3 sets of cards, directions) Loc: Mon, Jack

ADDITIONAL RESOURCES
for
STRAND IV

GA 421	Vowel lotto designed by Edward W. Dolch Garrard, 1956 (game cards, marker, directions) Loc: Mon
GA 372.4	Reading games that teach word attack skills, book IV Creative Teaching Press, 1970. (39 games) Loc: Wil
GA 428.3 Pas	Password Milton-Bradley, 1970 Loc: Ike
GA 028.7 Coo	Cool Chicken (library skills) Upstart, 1978. (gameboard, 162 cards, markers, story, rules) Loc: Mad, Mon
GA 028.7 Lib	Library games; classifying and finding materials Learnco, 1970. #C 141 Library Games Skills Kit I (activity cards) Loc: Mon, Mad
GA 028.7 Lib	Library games; using the card catalog Learnco, 1976. #C 145 Library Games Skills Kit II (activity cards) Loc: Mad, Mon
GA 027.8 Usi	Using the Encyclopedia Learnco, n.d. #E 146 Library Games Skills Kit III (activity cards) Loc: Mad

ADDITIONAL RESOURCES
for
STRAND IV

Prof. 372.4	Barnes, Don Reading, Thinking, and Reasoning Skills. Steck-Vaughn Co., 1974. (6 levels of pupil workbooks and teacher's guides) Loc: C.C.
Prof. 028.5 Bec	Beck, Margaret V. A guide for introducing library skills to kindergarten and primary grades. T. S. Denison, 1967. Loc: Jack, Mon, C.C.
Prof. 028.7 Bec	Beck, Margaret V. Guidebook for teaching library skills. T. S. Denison, 1965. Loc: Jack, C.C.
Prof. 372.1 Bel	Bell, Irene Wood Basic media skills through games. Libraries Unlimited, 1979. Loc: Mon
Prof. 028	Decker, Isabelle M. 100 novel ways with book reports. Citation Press, 1969. Loc: C.C.
Prof. 372.4 Far	Farnette, Cherrie Kids' Stuff reading and writing readiness. Incentive Publication, 1975. Loc: Mad
Prof. 372.4 FOR	Forte, Imogene Kids' Stuff reading and language experiences. Incentive Publishing. 1975. Loc: Mad
Prof. 372.4 For	Forte, Imogene Kids's Stuff reading and language experiences. Incentive Publishing, 1973. Loc: Mad

ADDITIONAL RESOURCES
for
STRAND IV

Prof. 372.6 Lip	Lipson, Greta B. Fact, fantasy and folklore, expanding language arts and critical thinking skills. Good Apple, 1977. Loc: Ike
Prof. 372.4 Mal	Mallett, Jerry J. Classroom reading games activities kit. Center for Applied Research in Education, 1975. Loc: Lin, C.C.
Prof. 372.4 Mye	Myers, Garry Fun with phonics Highlights for Children, 1966. Loc: Kennedy
Prof. 372.6	Platts, Mary E. Anchor; a handbook of vocabulary discovery techniques for the classroom teacher. Educational Service, 1970. Loc: Wil, Mon, Lin, Mad
Prof. 372.6 Rib	Ribisl, Jean M. Consonant capers Houghton-Mifflin, 1975. (6 booklets) Loc: Mon
Prof. 372.6 Way	Wayman, Joe Secrets and surprises. Good Apple, 1977. Loc: Ike, Cl

STRAND V

WRITING

OBJECTIVE		RESOURCES
2b.	Develops handwriting skills: uses cursive writing. (I,M)	LIBRARY RESOURCES: TP 372.6 JOI Joining cursive letters Scott foresman, 1969 Loc: Ken. TP 411 LET Letter-form proofchecker, writing our language transition book. Scott foresman, 1969 Loc: Ken
2e.	Develops handwriting skills: uses simple punctuation marks (R)	2e.1. Forte, Imogene and Pangle, Mary Ann, Mini-Center Stuff. Incentive Publications, p. 22.
2f.	Develops handwriting skills: employs appropriate formation, slant, alignment, and spacing in cursive. (I,M)	LIBRARY RESOURCES: Photo motion activator-a glass transparency used on an overhead projector to show the movement in teaching cursive writing. Loc: Jeff., T.C.

ACTIVITIES

NOTES

2b.1. Instruct students to reverse the order of the letters in each word to form new words. Use your best handwriting!

1. parts
2. gulp
3. live
4. recap
5. lever
6. repaid
7. pals
8. gnat
9. sleep
10. tips
11. raps
12. straw
13. buns
14. snip
15. tool
16. spot

2b.2. Use tongue twisters for reviewing proper letter formation. Write them on the board or a ditto, or dictate them to students. Have some students write them on the board to check for correct letter formation.

* * *

2e.1. Doctor's Diagnosis: Tape record 25 sentences that end with a period, question mark, or exclamation mark. Draw and cut out a stethoscope. Print these directions on the stethoscope:

> Use the stethoscope and record a different kind of beat. Number a piece of paper from 1-25. Turn the tape on and listen to each sentence. Write the correct punctuation mark after you hear each sentence.

2e.2. Write a simple paragraph requiring the use of, but omitting, commas, periods, and question marks. Have the children add the missing punctuation.

* * *

2f.1. Following the correct letter formation, children transform printed manuscript into cursive writing, using comic strips, favorite stories, etc.

OBJECTIVE	RESOURCES
5. Writes a letter using date, greeting, body, closing, and signature, and addresses envelopes. (I)	**LIBRARY RESOURCES:** TP 808.6 LET — Letter writing, part I, the friendly letter 3 m, 1969 Loc: Ken.
6. Spells a prescribed set or series of words correctly. (M)	

ACTIVITIES

NOTES

2f.2. On sheets of third grade cursive paper, the teacher draws red broken slanted lines to be used as guide lines for formation, slant, size, alignment, and spacing. Have the children use the paper to write or copy their favorite riddles with a friend who writes in cursive the answer.

* * *

5.1. Students write a thank you note, using the proper format, to a classroom visitor, homeroom mother, or someone who has done something special for the class.

5.2. Students vote on their favorite book (given a list that the teacher has read to them) and write a letter to the author. Each student will write a letter and address the envelope.

5.3. Arrange for pen pals in the third grade class at another school in the system. Let the children write their letters during class.

* * *

6.1. Given a set of spelling words, students cut words out of newspapers and magazines. Tell them to use as many spelling words as possible, or indicate a required number of spelling words. Students use the words to create sentences or a story. Ask for volunteers to read their stories for the class.

6.2. Spelling Bingo: Given a set of spelling words, students fill in a blank bingo grid with the spelling words of their choice. The teacher calls out words from the lists, and children cover them. The first person to win must call out the words and spell them. VARIATION: Teacher can call out the word definition and the student must restate the meaning when "checking" bingo.

OBJECTIVE	RESOURCES
	6.3. Petreshene, Susan S. "The Spunky Speller," Instructor, (Jan. 1981), p. 45. LIBRARY RESOURCES: FSR 372.6 BAS — Basic language skills III spelling Learning Tree, 1977 Loc: Mad.
9. Writes a complete simple sentence. (R)	LIBRARY RESOURCES: FS 372.4 SEN — Sentences SUE, 1967 Loc: Ken
10. Writes a story using simple sentences in a sequence. (I)	

6.3. Crayon Outline: The child writes each spelling word with a crayon. Next, a crayon of a different color is used to outline each word. The student continues to do this until five different colors have been used. Tell students to say the letters softly to themselves each time they outline the letters. The teacher makes available a wash of thin yellow paint. Students brush it over the crayon outlined words, creating a colorful paper.

6.4. Board Erase: Let a child write one of the spelling words on the board. Explain that the student is to trace each of the letters with an eraser, softly saying each letter aloud. The child continues tracing until it disappears.

* * *

9.1. Show a picture of your choice to the class. Have the class describe or tell about the picture in one sentence.

9.2. Write the word 'train' on the board. Ask students to think of all the meanings they can think of for the word. Students write sentences using 'train' in as many different ways as possible. Sentences should clearly show the change of meaning. VARIATIONS: Other possible words are can, air, pool, plant, story, tie, roll, hands, and run.

* * *

10.1. The teacher says, "Imagine that you are an animal. Write a story from the point of view of an animal in the zoo, in the jungle, or in a forest." This activity will require some pre-writing

OBJECTIVE	RESOURCES
19. Writes simple poetry with or without rhyme. (I)	LIBRARY RESOURCES: FSR Enjoying poetry 811.08 Eyegate, 1971 EN 9 fs, record Loc: Cl.

discussion to get students thinking of animals and environments. Let them discuss human emotions that animals might be experiencing in the different environments. What makes this animal happy?, sad?

10.2. Have children invent and write nonsense words. Focus on nouns and verbs first. Let the children write stories in which the new word is used. As classmates listen to or read the stories, they will try to define the new word.

10.3. After writing a story, students cut strips of paper and print the sentences from their story on the strips. They put their strips in folders and trade folders. Working with another's story, the students try to put the sentences in the proper sequence.

* * *

19.1. List tastes, odors, touch sensations, or the sounds of any holiday season or activity. Students use these ideas to write poetry.

19.2. Students write Haiku verse to describe nature. The form of haiku has three lines:
5 syllables in the first line,
7 syllables in the second line,
5 syllables in the third line.

Example:

Icycles falling
Crackling ice beneath the tree
Sun shining brightly

OBJECTIVE	RESOURCES
23. Writes from dictation. (M)	

19.3. Students write variations of the cinquain form:

First line: one word subject (NOUN)
Second line: two words describing the subject.
Third line: three 'ing' words (relating to the subject)
Fourth line: four word phrases (relating to the subject)
Fifth line: one or two word restatement of the subject.

Example:

Teachers
Funny, mad
Laughing, yelling, talking
Teachers are very nice
Miss Jones

* * *

23.1. Dictate a word to the students. Have them write the word. Then, let them write what they see or picture in their minds when they hear that word. Use a variety of words.

23.2. Dictate a series of instructions to the students. After the dictation, give them the opportunity to test their proficiency in writing from dictation by following their written set of instructions.

23.3. Dictate famous quotations from people the students are studying in their social studies. Let them look for famous quotations and dictate them to the class. This could be an ongoing activity all year.

ADDITIONAL RESOURCES
for
STRAND V

FS 412 ST	The story of writing McGraw Loc: McK, Mad
FS 425	Fundamentals of language arts (series) Eyegate 1957 Contents: Story book people/select the best title/ name the picture/famous events in American History/ Famous people/ famous works of art/ historic places. Loc: Ken
FSR 372.6 Sit	Situational Language; activities for applying language arts skills Knowledge Aid, 1400 (5 fs, 5 cassettes, student activity book, guide) Skills include: punctuation, capitalization, spelling, word meaning, and techniques of proofreading. Loc: Lin
KIT 372.4	Fokes sentence builder by Joann Fokes. Teaching Resources. 1976 (5 boxes w/200 cards, 45 sentence markers, etc.) Loc: Ike
KIT 428.2	Come to your senses, a program in writing/awareness Scholastic Magazine. 1970 (30 photos, 7 posters, guide, 4fs) Contents: Using your senses; relationships; the drama of people; telling the story Loc: Ken, Ike
TP 428.2	Sentence building 3M 1965 Loc: Ken
TR 808.82	Developing creative ability Wilson, 1968 Contents: listening fun; activities for creative writing; using descriptive words; sound stories. Loc: Cl

ADDITIONAL RESOURCES
for
STRAND V

CM	Write on! a collection of 70 creative writing ideas for teachers. Educational Insights 1974 Loc: Ken
CM	Write on! a collection of 50 creative writing ideas for individualized instruction. Educational Insights 1974 Loc: Ken
CM	Write it right. Skills book, SW 16 Scholastic, 1970 Loc: Lin, Wil
CM	Write with feeling. Skills book, SW 17 Scholastic, 1970 Loc: Wil, Lin
CM	Modern Curriculum Press Skill Boosters --C Includes; Organizing Information, Increasing comprehension, Building word power, Working with facts and details, Using references. Loc: Jack
CM	Discovery Writing Cards by Dana Newman Center for Applied Research 1974 (30 cards, guide) Loc: Jack
A 372.6 Sto	Story starters; primary level Creative Teaching Press, 1972. CTP-104 (50 idea cards) Loc: Ad, Mon
TA	Recipes for creative writing-primary level Creative Teaching Press, n.d. CTP-100 (50 cards) Loc: Ad

ADDITIONAL RESOURCES
for
STRAND V

TA	The Spelling Box--Primary Educational Insights, 1979. No. 9143 (125 activities) Loc: Ad
TA 372.6 Sto	Story starters; intermediate level Creative Teaching Press, 1972. CTP-103 (50 idea cards) Loc: Ad, Mon
TA	Recipes for creative writing-intermediate Creative Teaching Press, n.d. CTP-101 (50 cards) Loc: Ad
TA	The Spelling Box -- Intermediate Educational Insights, 1979. No. 9144 (125 activities) Loc: Ad
TA 372.6 Cre	Creative writing, or story starters for the writing center Teacher's Aide Publishing, n.d. #1003 (30 cards, teacher's directions) Loc: Jack
TA 372.6 Rec	Recipes for creative writing; Set I: General Recipes Creative Teaching Press, 1966. (activity cards, instructions) Loc: Mon
TA	Flub Stubs, prescriptive task cards to improve writing skills by Cheryl Brown Creative Teaching Press, 1975. (67 cards) Loc: Mon
TA	The Poetry Box Educational Insights, n.d. (activity cards) Loc: Ad

ADDITIONAL RESOURCES
for
STRAND V

GA 428.1 Spe	Spelling games Learning kit A, B, C, D, C. Lyons and Crnahan. 1969. (5 games each kit) Loc: Jeff, Ike, Mon, Jack, Mad
GA 372.4 Ani	Animal spelling game Ed-U-Cards, 1969. Loc: Ike
GA	Scrabble--Sentence game for Juniors Selchow and Righter, n.d. #23 Loc: Jack
GA 421.4 Spi	Spill and spell Parker Brothers, 1971. (15 cube crossword game) Loc: Mon
GA 793.73 Scr	Scrabble sentence cube game Selchow and Righter, 1971 (21 cubes, timer, timbler, score sheet) Loc: Monroe
411 Sco	Scott, Joseph Hieroglyphs for fun Loc: Lin
411 Og	Ogg, Oscar The 26 letters Loc: Jeff, Ken, Lin, McK.
Prof. 808.06 Car	Carlson, Ruth Sparkling words; 200 practical and creative writing ideas. Wagner Printing, 1965. Loc: Ike, C.C.

ADDITIONAL RESOURCES
for
STRAND V

Prof. 372.6 Chr	Christensen, Fred Springboards to creative writing. Prentice-Hall, 1971. Loc: Mon
Prof. 372.63 DAM	D'Ambrosio, Robe-ta A. Spell well: 50 prescriptive spelling activities for the primary and intermediate grades. Fearon Pitman Learning. 1980. Loc: Jeff
Prof. 372.63 Dan	Daniel, Charlie Super spelling fun. Good Apple, 1978. Loc: Ike, McK
Prof. 372.4 Far	Farnette, Cherrie Kids' Stuff reading and writing readiness. Incentive Publishing, 1975. Loc: Mad
Prof. 793.73 For	Forte, Imogene Spelling magic; activities, gimmicks, games galore for making learning mean lots more!! Incentive Publishing, 1976. Loc: Ike
Prof. 372.63 Gri	Grimm, Gary The Good Apple spelling book. Good Apple, 1977 Loc: Ike, McK
Prof. 372.64	King, Joyce Imagine that! illustrated poems and creative learning experiences. Goodyear Publishing, 1976. Loc: Ike
Prof. 372.6 Koc	Koch, Kenneth Wishes, lies, and dreams; teaching children to write poetry. Chelsea House, (1970). Loc: Ike, Mon

ADDITIONAL RESOURCES
for
STRAND V

Prof. 372.6 Mah	Mahon, Julia C. The first book of creative writing. Watts, 1968. Loc: C.C.
Prof. 808.02 Pot	Potter, Robert Writing sense. Globe Book Co., 1975 Loc: C.C.
Prof. 372.6 Sho	Sholin, Amy Cook up tales Scholastic, 1973. Loc: Mon
Prof. 372.6 Spe	Spencer, Zane A. Flair; creative writing techniques for the elementary school teacher. Educational Service, 1972. Loc: Wil, Ike, Mad, Mon, Jeff, C.C.
Prof. 372.62 Sta	Stanish, Bob Sunflowering; thinking, feeling, doing activities for creative expression Good Apple, n.d. Loc: Ike, Cl
Prof. 808 Str	Strong, William Sentence combining. Random House, 1973. Loc: C.C.
Prof. 372.6	Turner, Thomas T. Creative activities resource book for elementary school teachers. Reston Publishing Co., (Prentice-Hall), 1978. Loc: C.C.

APPENDICES

KEY TO ABBREVIATIONS: LIBRARY RESOURCES

FS	Filmstrip
FSR	Filmstrip and recording
KIT	Usually filmstrip.recording and activity sheets, game boards, guides, cards, etc. (a combination of activities)
DR	Disc recording (records)
TP	Transparencies
TR	Tape recording
CM	Curriculum materials
TA	Teaching aide
GA	Games
PM	Programmed materials
SP	Study print
PROF.	Professional, refers to books kept in a professional collection for teachers
NUMERALS	Book

KEY TO ABBREVIATIONS -- SCHOOL AND LOCATION:

Ad	Adams
Cl	Cleveland
Ike	Eisenhower
Jack	Jackson
Jeff	Jefferson
Ken	Kennedy
Lin	Lincoln
Mad	Madison
McK	McKinley
Mon	Monroe
Wil	Wilson
C.C.	Central collection
T.C.	Teachers' Center

BIBLIOGRAPHY OF TEACHING AIDS

LANGUAGE MASTER CARDS/TUTORETTE

Call No.	Title	Location
TA/372.4/Sig	Sight words for beginning readers Audiotronics #2015	Lin.
TA/372.4/Str	Structural analysis for beginning readers. Audiotronics	Lin
TA/372.6/Tri	Tricky words; how to spell them Audiotronics #2200	Lin.
TA/372,61.Nou	Nouns: everyday things Bell & Howell #111021	Lin.
TA/372.61/Phr	Phrases Bell & Howell #111031	Lin.
TA/372.61/Sen	Sentences Bell & Howell #11032	Lin.
TA/372.4/Fun	Fun with phonics, Set I: Initial Consonants #2051 Set IV: Long and short vowels #2054 Set X: Syllables #2060 Audiotronics	Lin.
TA/372.4/Bas	Basic vocabulary building, Set I,II. Audiotronics #2016, #2017	Loc.
TA/372.4/Alp	Alphabet zoo Audiotronics #2000	Lin.
CM	Verbs: action words Bell & Howell	Ike.
PM/372.4/Rea	The phonics program, Set I: sound blending and beginning phonetic skills Bell & Howell	Ike.

BORG-WARNER SYSTEM 80

Call No.	System 80 Title (Level)	Location
Kit/372.4	Reading words in context (A)	Lin, Wil.
	Reading words in context (B)	Lin, Wil.
	Reading words in context (C)	Lin, Wil.
	Reading words in context (D)	Ike, Lin.
	Reading words in context (E)	Ike.
	Reading words in context (F)	Ike.
	Reading words in context (G)	Lin.
	Reading words in context (J)	Lin.
	Reading words in context (L)	Lin.
Kit/372.4/Lea	Learning letter sounds (C)	Ike.
	Learning letter sounds (D)	Ike.
	Learning letter sounds (E)	Ike.
	Learning letter sounds (F)	Ike
	Learning letter sounds (G)	Lin, Ike.
	Learning letter sounds (H)	Ike.
Kit/372.4/Dev	Developing structural analysis skills............................(I)	Ike, Lin, Wil.
	............................(J)	Ike, Wil.
	............................(K)	Ike, Lin, Mck, Wil.
Kit/372.6/Pre	Preschool concept development (E)	Lin.
Kit/372.6/Con	Concept development series (H)	Lin.
	Concept development series (I)	Lin.

DEXTER AND WESTBROOK

SUPPORTIVE READING SKILLS SERIES (8 booklets, dup. masters, guide)

Call. No.	Title (grade A=1)	Location
Kit/427/Sup	Interpreting Idioms (C)	Mon.
Kit/428.1/Sup	Reading Hereronyms (C)	Mon.
Kit/428.1/Sup	Reading Homographs (A)	Cl.
	Reading Homographs (C)	Mon.
Kit/428.4/Sup	Reading Homonyms (A)	Jack, Cl.
	Reading Homonyms (B)	Jack, Wil.
	Reading Homonyms (C)	Mon, Wil, Jack, Cl.
Kit/372.4/Sup	Rhyme Time	Mon.
Kit/428.4/Sup	Phonic Analogies	Lin.
Kit/428.4/Sup	Syllabication (D-1)	Wil.
	Syllabication (D-2)	Wil.
	Syllabication (D-3)	Wil.
	Syllabication (E-1)	Wil.
Kit/428.4/Sup	Using a Table of Contents (A)	Cl.
	Using a Table of Contents (C)	Jack, Wil.
	Using a Table of Contents (D)	Jack, Wil.
	Using a Table of Contents (E)	Jack
Kit/428.4/Sup	Using an Index (C)	Wil.
	Using an Index (D)	Wil.
	Using an Index (E)	Wil.
	Understanding Questions (A)	Cl.
	Understanding Word Groups (A)	Cl.
	Understanding Word Groups (C)	Cl.
	Learning to Alphabetize (A)	Cl.
	Learning to Alphabetize (C-1)	Cl.
	Learning to Alphabetize (C-2)	Cl.
Kit/428.4/Sup	Syllabication (17 booklets, dup. master, guide)	Jack.
Kit/428.4/Sup	Reading Ads (A) (8 booklets, manual)	Lin.
Kit/428.4/Sup	Reading Schedules (A) (6 booklets, manual)	Lin.

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